DOCUMENT RESUME

ED 106 805 CS 001 856

TITLE	McGraw-Hill Programmed Reading Evaluation.
INSTITUTION	Norfolk Public Schools, Va.
PUB DATE	73
NOTE	120p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	*Effective Teaching; Elementary Education; *Independent Reading; Inservice Teacher Education; *Programed Instruction; *Reading Instruction; *Reading Programs
IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

One of the programs included in "Effective Reading Programs...," this program, begun in 1972, serves about 3,600 disadvantaged first through fourth grade students. The independent learning approach is featured in this program. Placement tests help teachers determine each child's needs, and diagnostic tests monitor student progress. Programed readers enable students to work independently and to check their own work. Classroom aides and reading teachers assist in the classroom and prepare instructional aids and games for student use. Inservice training is stressed throughout the year and include on-site supervision of classroom teachers and aides and monthly training sessions of about one hour. The programed reading program published by McGraw-Hill Book Company provides the core of this program. In addition to the programed readers, a number of other materials are used. (TO/AIR)

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ED106805

Instruction Report to the Superintendent
November 1, 1973

McGraw-Hill Programmed Reading Evaluation after one year

This is the third formal report to the Superintendent regarding the progress of McGraw-Hill Programmed Reading in Norfolk Public Schools. The first report was made in August, 1972, following a summer pilot project. The second report was presented in March, 1973. At the time of the latter report, it was indicated that evaluation data would be presented as soon as such data became available. This report is primarily concerned with the data accumulated through the first year of operational effort.

The objective set forth by the Division of Instruction, prior to the implementation of the McGraw-Hill materials, was that eligible Title I pupils in grades one through four would gain a month per month in reading achievement. Measurement of the objective was to be determined by appropriate standardized achievement tests and such testing and analysis of data would be processed through the Division of Research and Planning. The report from that division accompanies this report. During the course of the 1972-73 school term about 4,728 pupils participated in the McGraw-Hill program.

This approach to reading is essentially individualized with a high concentration of effort placed on word attack skills upon which successful reading achievement depends. The approach is such that most pupils realize and recognize success from day to day and are continually reinforced through time. Other aspects of the language arts such as vocabulary, spelling and grammatical usage are not neglected, however. The use of supplementary materials is also encouraged.

In most respects the McGraw-Hill program has demonstrated itself to be adequate as the statistical evaluative report will demonstrate. The basic weakness in the entire program has been in the area of reading comprehension. This deficiency was recognized in the report presented in March, 1973. Efforts have been made by the Reading Department and the McGraw-Hill Company to correct this specific problem. The grade four data support our contention in this respect.

The data and its analysis which follow, compiled by the Division of Research and Planning, support the contention as set forth in 1972, that the pupil participants would gain, on the average, a month per month as measured by standardized tests. A gain of one month per month would indicate that the below average reading growth demonstrated by disadvantaged pupils would at least be stopped or attenuated appreciably. Considered opinion seems to

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uphold the notion that the program did what it set out to do in its first year of operation. The data strongly suggest that, from its positive indicators, the McGraw-Hill Programmed Reading efforts should be continued, pursuant to the availability of federal and state funding. At the same time, the objective for the school year 1973-74 in this program remains month per month growth in reading for disadvantaged pupils. This goal may not be entirely possible, but it is worthwhile from an educational perspective.

Respectfully submitted,

R. M. Forster
Assistant Superintendent
Division of Instruction

McGRAW-HILL PROGRAMMED READING EVALUATION
November 1, 1973

Introduction

The McGraw-Hill Programmed Reading Program was offered in the Norfolk City Schools in 1972-73 as part of the ESEA Title I program. The target populations for the program were:

Grade 1	All students in first grade in Title I schools
Grades 2-4	Students in Title I schools who have demonstrated reading deficiencies

Guidelines reflecting this determination of the target population for the program were distributed to the principals whose schools were participating in the program requesting that grade one children be selected for participation in the program at random and that children selected for participation in the program at grades two through four be those with the lowest reading achievement. Thus, the program was intended to be comprehensive at grade one and remedial at grades two through four.

Methodology of the Evaluation Design

Because of the way children were assigned to the program, two different evaluation designs were used in examining the McGraw-Hill Program. One applicable to first grade and the second applicable to grades two through four.

First Grade

At grade one, a contrast group comparison was employed to determine whether or not the McGraw-Hill Program had any effect on the achievement demonstrated by participants in the program. Initially, children in the first grade in schools offering the McGraw-Hill Program were split into two groups, those in the program and those not in the program. Then a stratified random sample of 300 children was selected from each of these groups. Of the children selected in each sample, 100 children had demonstrated Low Readiness, scored at the 25th percentile or lower on the Metropolitan Readiness Test administered in the fall of 1972, 100 children had demonstrated Average Readiness, scored above the 25th percentile but below the 75th percentile on the Metropolitan Readiness Test, and 100 children had demonstrated High Readiness, scored at or above the 75th percentile on the Metropolitan Readiness Test. A table for this design would be as follows:

	IN PROGRAM	NOT IN PROGRAM
Low Readiness	100 children	100 children
Average Readiness	100 children	100 children
High Readiness	100 children	100 children

In May of 1973, each first grade child in the identified sample was tested with the SRA, Primary I Level, Form E Reading and Language Arts Subtests. An Analysis of Variance

was then carried out to compare the performance of children in the program with the performance of children not in the program.

Grades Two, Three, and Four

Because of the remedial nature of the McGraw-Hill Program at grades two through four, the decision was made not to employ a contrast group comparison at these grade levels because of the impossibility of selecting a comparable control group. Rather, an analysis of gain scores was performed which compared the average gain exhibited by participants in the program with the gain they would have been expected to exhibit, given their performance up to that point, and the gain the "average" child would have been expected to exhibit. To carry out this analysis, 150 participants in the program were selected at random for testing in each of grades two, three, and four. The identified children were then tested in the fall of 1972 and the spring of 1973. The average gain was calculated for each grade on each subtest administered, and a 95% confidence interval was constructed around each average gain. Then, if the expected gain fell within the confidence interval, it would be stated that there was not a statistically significant difference between the observed gain and the expected gain. If the expected gain fell outside the interval, a statistically significant gain had been exhibited.

The specific subtests administered in this program were:

A. Grade 2--SRA, Primary I Level Reading and Language Arts Subtests

B. Grade 3--SRA, Primary II Level Reading and Language Arts Subtests

C. Grade 4--SRA, Blue Level Reading Comprehension, Reading Vocabulary, Language Arts Grammatical Usage, and Language Arts Spelling Subtests

At grade four, a Total Reading and a Total Language Arts score was developed by adding the results of the corresponding subtests. In all cases, Form F of the subtest was administered as pre-tests and Form E was administered as the post-test. All pre-tests were administered in December, 1972. The post-test in grades two and three was administered in May, 1973. The post-test in grade four was administered in March, 1973 as part of the State Testing Program.

Notes on Sample Selection

Because of the large number of schools involved in the McGraw-Hill Program it was possible to exclude some schools from the sampling procedure and still maintain an adequate sample for statistical purposes. Therefore, in order to avoid confounding the results of the McGraw-Hill Program with those of Project OLE', children at Bowling Park and Liberty Park elementary schools were excluded from the samples used in this report. The exclusion of Bowling Park children took place before the sample of children to be tested

was identified. Unfortunately, the grade four sample had already been drawn and the pre-testing carried out before the realization was made that Liberty Park children should have been excluded. This oversight resulted in a somewhat diminished sample at grade four. At the other grade levels, the numbers of children stated above were identified for testing purposes. As would be expected, normal attrition and absences on the day or days of testing resulted in obtained sample sizes slightly lower than the figures presented above. The actual obtained sample sizes are reported in the tables in the following sections. In all cases, including grade four, the obtaired sample sizes are adequate for making statistical inferences about the performance of the total group.

Results and Analysis

Grade One

Table I presents the results of the May testing of first grade children. The scores presented are raw scores. In order to help in the interpretation of the results, Table II presents the grade equivalent score corresponding to the mean raw scores presented in Table I.

TABLE I

RAW SCORE RESULTS OF FIRST GRADE TESTING
May 1973
SRA, Primary I Level, Form E

	Participants		Non-Participants	
	Reading	Language Arts	Reading	Language Arts
Low Readiness				
Number Tested	90	91	83	85
Mean Score	11.79	24.21	11.83	23.64
Standard Deviation	3.14	6.17	3.85	5.12
Average Readiness				
Number Tested	90	91	85	86
Mean Score	15.50	30.27	14.13	31.42
Standard Deviation	4.26	6.63	4.68	7.33
High Readiness				
Number Tested	88	89	81	81
Mean Score	20.85	40.39	20.11	39.26
Standard Deviation	8.19	10.21	8.32	8.45

TABLE II

GRADE EQUIVALENT SCORES OF FIRST GRADE TESTING

	Participants		Non-Participants	
	Reading	Language Arts	Reading	Language Arts
Low Readiness	1 -	1 - 1	1 -	1 - 1
Average Readiness	1 - 6	1 - 6	1 - 3	1 - 7
High Readiness	2 - 2	2 - 2	2 - 1	2 - 2

An examination of the two previous tables indicate that there is not a great deal of difference between the test results exhibited by the two groups. The following two tables confirm this supposition.

TABLE III

ANOVA Table of Raw Scores
Reading Subtest of SRA, Primary I, Form E

Source	SS	df	MS	F	Prob.
Total	23,656	516	----	------	-----
Readiness	6,639	2	3320	100.29	$<.05$
Program	64	1	64	1.93	$>.05$
Readiness x Program	40	2	20	0.60	$>.05$
Error	16,913	511	33	----	----

TABLE IV

ANOVA Table of Raw Scores
Language Arts Subtest of SRA, Primary I, Form E

Source	SS	df	MS	F	Prob.
Total	51,204	522	----	------	-----
Readiness	22,020	2	11,010	195.89	$<.05$
Program	8	1	8	0.14	$>.05$
Readiness x Program	118	2	59	1.05	$>.05$
Error	29,058	517	56	------	-----

Tables III and IV which present the results of a statistical comparison of the test results of the group show that there is no significant difference in performance between participants in the program and children not in the program. The only significant result was across readiness levels. That is, the children in the Average Group scored higher than the children in the Low Group, and children in the High Group scored higher than children in either of the other two groups.

Grades Two-Four

Tables V and VI present the results of the testing of second through fourth graders. The scores for second and third graders and the Total Reading and Total Language Arts scores for fourth graders are reported in Growth Scale Values. The Reading Comprehension and Vocabulary and the Language Arts Grammatical Usage and Spelling subtest scores at grade four are reported in Form E raw score points. To aid in interpretation, Tables VII and VIII present the grade equivalent score corresponding to the mean growth scale and raw scores presented in Tables V and VI. The statistical analyses which were carried out, however, used only the data provided in Tables V and VI.

TABLE V

TESTING RESULTS
Reading Subtests

	Number Tested	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Gain Score Mean	Gain Score Standard Deviation
Grade 2	135	115.21	39.02	157.03	42.84	41.82	17.77
Grade 3	131	170.95	47.89	194.21	52.56	23.26	40.54
Grade 4 Total	80	174.34	45.88	197.43	51.77	23.09	56.90
Comprehension	80	13.99	5.80	14.11	5.06	0.12	5.73
Vocabulary	80	7.69	4.13	11.99	6.24	4.30	6.23

TABLE VI

TESTING RESULTS
Language Arts Subtests

	Number Tested	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Gain Score Mean	Gain Score Standard Deviation
Grade 2	134	135.19	31.89	161.09	34.82	25.90	24.50
Grade 3	133	160.11	46.99	179.26	56.17	19.15	37.51
Grade 4 Total	79	188.29	35.31	204.57	40.69	16.28	40.69
Grammatical Usage	79	23.01	6.66	25.10	7.68	2.09	7.89
Spelling	79	9.59	3.43	11.66	4.91	2.07	5.03

TABLE VII

Grade Equivalent Scores
Reading Subtests

	Pre-Test	Post-Test	Gain
Grade 2	1 - 3	2 - 1	7 months
Grade 3	2 - 3	2 - 8	5 months
Grade 4 Total	2 - 4	2 - 8	4 months
Comprehension	3 - 1	3 - 1	0 months
Vocabulary	2 - 1	3 - 1	9 months

TABLE VIII

Grade Equivalent Scores
Language Arts Subtests

	Pre-Test	Post-Test	Gain
Grade 2	1 - 8	2 - 3	4 months
Grade 3	2 - 3	2 - 6	3 months
Grade 4 Total	2 - 7	3 - 1	3 months
Grammatical Usage	2 - 9	3 - 2	2 months
Spelling	2 - 9	3 - 2	2 months

The confidence interval analysis comparing the observed gain with two expected gains is presented in Table IX and X. If an expected gain falls within the confidence interval, there is not a statistically significant difference, at the .05 level, between it and the observed gain. If the expected gain falls below the lower bound of the interval, the observed gain exceeds the expected gain by a statistically significant amount at the .05 level. If the expected gain is larger than the upper bound of the interval, the observed gain falls below the expected gain by a statistically significant amount of the .05 level.

TABLE IX

Analysis Table #
Reading Subtests

	Observed Gain	Standard Error of the Mean	95% Confidence Interval	Expected Gain for Children at this Starting Point	Expected Gain for the "Average " Child
Grade 2	41.82*	1.5294	(38.82, 44.82)	22.77	25.10
Grade 3	23.26	3.5419	(16.32, 30.20)	21.14	23.37
Grade 4 Total	23.09*	6.6320	(10.62,35.56)	8.64	9.50
Comprehension	0.12** *	0.6410	(-1.14, 1.38)	1.11	1.50
Vocabulary	4.30*	0.6970	(2.93, 5.67)	1.21	2.00

* Observed gain significantly exceeds both expected gains.

* ** Observed gain is significantly below the expected gain for the average child.

Results for grades 2 and 3 and the Total Score for grade 4 are reported as Growth Scale Value Scores. The Total Reading Score at grade 4 is made up of a Comprehension Subtest Score and a Vocabulary Subtest Score. The results for these two particular subtests are reported in Form E raw scores.

TABLE X

Analysis Table #
Language Arts Subtest

	Observed Gain	Standard Error of the Mean	95% Confidence Interval	Expected Gain for Children at this Starting Point	Expected Gain for the "Average" child
Grade 2	25.90	2.1165	(21.75, 30.05)	24.71	28.50
Grade 3	19.15	3.2528	(12.77, 25.53)	19.79	21.47
Grade 4 Total	16.28	4.5777	(7.31,25.25)	8.29	9.83
Grammatical Usage	2.09	0.7878	(0.55, 3.63)	2.43	3.00
Spelling	2.07**	0.5658	(0.96, 3.18)	0.41	1.50

**Observed gain significantly exceeds the expected gain for children at this starting point.

Results for grades 2 and 3 and the Total Score for grade 4 are reported as Growth Scale Value Scores. The Total Language Arts Score at grade 4 is made up of a Grammatical Usage Subtest Score and a Spelling Subtest Score. The results for these two particular subtests are reported in Form E raw scores.

An examination of the results contained in Tables IX and X shows that Total Reading Achievement has been improved by a significant amount in grades two and four but that the gain in Language Arts was not significantly larger than would normally be expected. The analysis of the specific subtests making up the Reading and Language Arts Subtests at grade four show that the entire improvement in reading at grade four can be attributed to an increase in vocabulary and not in comprehension. Similarly, it can be seen that the Spelling gain was better than would be expected of fourth grade children starting out where these children started out but that this difference was not large enough to carry over into the Total Language Arts result.

Recapitulation

To summarize the findings of the McGraw-Hill Program evaluation:

Grade 1 - A contrast group was employed with post-testing only. The results were blocked by Readiness Level for analysis. A significant difference in both Reading and Language Arts was found across Readiness Levels but no significant difference was found between McGraw-Hill children and the contrast group.

Grade 2 - Grade 4 - Gain score analysis was applied to only participants in the program in the areas of Reading and Language Arts. Each grade level demonstrated a gain in both areas but the statistical analyses showed that only the observed gain in Reading at grades 2 and 4 were significantly different from expected gains, exceeding the expected gain of both children at the same starting point and the "average" child. A breakdown of the grade 4 results further indicated that the Reading gain at this grade was entirely attributable to an improvement in Vocabulary, not Comprehension, and that some improvement was noted in grade 4 in Spelling.

MCGRAW-HILL PROGRAM EVALUATION SUMMARY
November 1, 1973

This summary is a brief review of the findings of the evaluation of the ESEA, Title I, McGraw-Hill Reading Program in school year 1972-73. The attached report, "McGraw-Hill Programmed Reading Evaluation," presents a more detailed discussion of the evaluation design and the statistical techniques employed to examine the McGraw-Hill Program.

The Title I proposal requesting funding for the McGraw-Hill Program for 1972-73 established a basic objective of one month's growth in reading achievement for each month of participation in the program. Pupils in grades 2, 3, and 4 exhibited the following gains as measured by the standardized tests used for evaluation purposes.

	Time Elapsed Between Pre-Test and Post-Test	Reading Gain	Language Arts Gain
Grade 2	5 months	7 months	4 months
Grade 3	5 months	5 months	3 months
Grade 4	3 months	4 months	3 months

Grade 1

At grade 1, the evaluation design employed called for an end of the year comparison between the performance of children in the McGraw-Hill Program with a contrast group consisting of first grade children from the same schools who were not participants in the program. In the fall of the year, all first grade children were administered the Metropolitan Readiness Test as part of the State Testing Program. Based on the results of this testing, the first graders were split into three groups: Low Readiness, Average Readiness, and High Readiness. A stratified random selection of first graders in the McGraw-Hill group and in the contrast group was made in the spring of 1973 and the children identified in this selection process were tested in May, 1973 with the SRA, Primary I Level, Form E, Reading and Language Arts Subtests. The results of this testing are presented in Table I in the Appendix.

The analysis of these results indicated that there was not a statistically significant difference between the performance of children in the McGraw-Hill Program and the performance of children in the contrast group on either of the two subtests. The analysis further showed that there was a significant difference in performance among children at the three Readiness Levels on both subtests but that the Readiness factor did not interact to a significant degree

with the participation in the program factor on either subtest.

Grade 2 - Grade 4

The examination of the McGraw-Hill Program at grades 2 through 4 did not employ the use of contrast groups but, rather, consisted of an examination of the gain score in Reading and Language Arts demonstrated by participants in the McGraw-Hill Program. In the fall of 1972, a random sample of children participating in the program were identified for testing purposes in each of grades 2, 3, and 4. These children were tested with Form F of the appropriate level SRA Achievement Reading and Language Arts Subtests in December, 1972. At grades 2 and 3, the same children were again tested in May, 1973 using Form E of the same subtests. At grade 4 the post-testing was conducted in March, 1973 as part of the State Testing Program. The results of these testings are presented in Table II and Table III.

An examination of Tables II and III show that, while participants in the program demonstrated a gain at each grade level on both subtests, only the Reading Subtest gains at grade 2 and 4 were significantly in excess of the normally expected gains. The grade 4 testing results can be broken down further because of the level of the SRA test used at this grade. At grade 4, the Reading Subtest Score consists of a Comprehension Score and a Vocabulary

Score. The Language Arts Subtest Score consists of a Grammatical Usage Score and a Spelling Score. An examination of this breakdown is presented in Table IV. The table shows that the significant overall gain in Reading at grade 4 can be attributed entirely to the gain in Vocabulary. In fact, the Comprehension gain was significantly below the gain expected of the "average" child. Table IV further shows that fourth grade children did improve significantly in Spelling, but not enough to show a significant improvement in overall Language Arts.

Recapitulation

To summarize the findings of the McGraw-Hill Program evaluation:

Grade 1 - A contrast group was employed with post-testing only. The results were blocked by Readiness Level for analysis. A significant difference in both Reading and Language Arts was found across Readiness Levels but no significant difference was found between McGraw-Hill children and the contrast group.

Grade 2 - Grade 4 - Gain score analysis was applied to only participants in the program in the areas of Reading and Language Arts. Each grade level demonstrated a gain in both areas but the statistical analyses showed that only the observed gain in Reading at grades 2 and 4

were significantly different from expected gains, exceeding the expected gain of both children at the same starting point and the "average" child. A breakdown of the grade 4 results further indicated that the Reading gain at this grade was entirely attributable to an improvement in Vocabulary, not Comprehension, and that some improvement was noted in grade 4 in Spelling.

APPENDIX

TABLE I

RESULTS OF MAY 1973 TESTING OF FIRST GRADE CHILDREN

	MCGRAW-HILL GROUP		CONTRAST GROUP	
	Reading Subtest	Language Arts Subtest	Reading Subtest	Language Arts Subtest
Low Readiness				
Number Tested	90	91	83	85
Raw Score Mean	11.79	24.21	11.83	23.64
G. E. Score of Mean	1 -	1 - 1	1 -	1 - 1
Average Readiness				
Number Tested	90	91	85	86
Raw Score Mean	15.50	30.27	14.13	31.42
G. E. Score of Mean	1 - 6	1 - 6	1 - 3	1 - 7
High Readiness				
Number Tested	88	89	81	81
Raw Score Mean	20.85	40.39	20.11	39.26
G. E. Score of Mean	2 - 2	2 - 2	2 - 1	2 - 2

TABLE II

RESULTS OF READING SUBTEST FOR CHILDREN IN THE MCGRAW-HILL PROGRAM--GRADES 2 THROUGH 4

	Number Tested	Pre-Test Mean	Post-Test Mean	Gain Score Mean	Expected Gain for Children At This Starting Point	Expected Gain for the "Average" Child
Grade 2						
Growth Scale Scores	135	115.21	157.03	41.82*	22.77	25.10
G. E. Scores	135	1 - 3	2 - 1	7 months	4 months	5 months
Grade 3						
Growth Scale Scores	131	170.95	194.21	23.26	21.14	23.37
G. E. Scores	131	2 - 3	2 - 8	5 months	4 months	5 months
Grade 4						
Growth Scale Scores	80	174.34	197.43	23.09*	8.64	9.50
G. E. Scores	80	2 - 4	2 - 8	4 months	2 months	3 months

* Observed gain significantly exceeds both expected gains.

TABLE III

RESULTS OF LANGUAGE ARTS SUBTEST FOR CHILDREN IN THE MCGRAW-HILL PROGRAM--GRADES 2 THROUGH 4

	Number Tested	Pre-Test Mean	Post-Test Mean	Gain Score Mean	Expected Gain For Children At This Starting Point	Expected Gain For the "Average" Child
Grade 2						
Growth Scale Scores	134	135.19	161.09	25.90	24.71	28.50
G. E. Scores	134	1 - 8	2 - 3	4 months	4 months	5 months
Grade 3						
Growth Scale Scores	133	160.11	179.26	19.15	19.79	21.47
G. E. Scores	133	2 - 3	2 - 6	3 months	3 months	5 months
Grade 4						
Growth Scale Scores	79	188.29	204.57	16.28	8.29	9.83
G. E. Scores	79	2 - 7	3 - 1	3 months	2 months	3 months

TABLE IV

BREAKDOWN OF READING AND LANGUAGE ARTS SUBTESTS FOR CHILDREN IN THE MCGRAW-HILL PROGRAM--GRADE 4

	Number Tested	Pre-Test Mean	Post-Test Mean	Gain Score Mean	Expected Gain for Children At This Starting Point	Expected Gain for the "Average" Child
Reading Comprehension						
Raw Scores	80	13.99	14.11	0.12***	1.11	1.50
G. E. Scores	80	3 - 1	3 - 1	0 months	3 months	3 months
Reading Vocabulary						
Raw Scores	80	7.69	11.99	4.30*	1.21	2.00
G. E. Scores	80	2 - 1	3 - 1	9 months	2 months	3 months
Language Arts Grammatical Usage						
Raw Scores	79	23.01	25.10	2.09	2.43	3.00
G. E. Scores	79	2 - 9	3 - 2	2 months	2 months	3 months

TABLE IV (continued)

	Number Tested	Pre-Test Mean	Post-Test Mean	Gain Score Mean	Expected Gain for Children At This Starting Point	Expected Gain for the "Average" Child
Language Arts Spelling						
Raw Scores	79	9.59	11.66	2.07**	0.41	1.50
G. E. Scores	79	2 - 9	3 - 2	2 months	1 month	3 months

* Observed gain significantly exceeds both expected gains.

** Observed gain significantly exceeds the expected gain for children at this starting point.

*** Observed gain is significantly below the expected gain for the "average" child.

Instruction Report to the Superintendent
November 5, 1974

McGraw-Hill Programmed Reading Evaluation After Two Years

This is the fourth formal report to the superintendent regarding the progress of McGraw-Hill Programmed Reading in Norfolk Public Schools. The first report was made in August 1972 following a summer project. The second report was presented in March 1973 and the third report in November 1973. The latter report indicated that the McGraw-Hill programmed reading efforts showed positive indicators of success. The overall objective for the second year operation of this program remained the same as the first year's objective--month per month growth in reading for disadvantaged pupils who were eligible under the Title I guidelines in grades one through five. Measurement of the objective was to be determined by appropriate standardized achievement tests with the testing, analysis and data processed by the Division of Research and Planning. During the course of the 1973-74 school term approximately 4,821 pupils participated in the McGraw-Hill Program.

This approach to reading is individualized with a high concentration of effort placed on word attack skills upon which successful reading achievement depends. At the close of the first year report the area of reading comprehension showed obvious deficiencies which the Reading Department has attempted to remedy. Current data appear to support the notion that reading comprehension of the Title I children in the McGraw-Hill program has been improved.

The evaluation strategy for grade one was to test a random sample of participants in programmed reading and compare their reading and language arts performance with the performance of a random sample of students in the same schools who were not participating in the program, adjusting their results for school readiness as measured by the Metropolitan Reading Readiness Test. The total time between testing was seven months. It should be noted that the children who received McGraw-Hill instruction scored substantially lower on the Metropolitan Reading Readiness Test than did children not assigned to the program. At the end of the evaluation period, the McGraw-Hill students scored an average of grade two, second month on the SRA Reading Test as compared to first year, nine months for those children not in the program. This difference was significantly in favor of children receiving the McGraw-Hill reading program.

In grade two the interval between pre-test and post-test on the SRA Reading Test was ~~eight~~ six months. The predicted grade equivalent score for these youngsters was grade two, one month. At the end of the interval between pre- and post-tests children in the McGraw-Hill Program gained eight months on their test scores in a total of six months instruction time. Their post-test average score was second grade, third month. The difference between predicted scores and actual achievement scores was significant.

Children in grade three had a predicted end-of-year score of grade two, seven months and actually achieved grade two, seven months on the SRA Reading Test. This represents a gain of five months achievement in six months instruction. This was as expected.

In grade four the expected end of year achievement for students in the programmed reading was grade two, seventh month. The actual average score for these students at the end of the year was grade three, one month. This was three months greater than predicted, or a gain of a month per month from instruction.

In grade five the predicted end of year score for Title I children was third grade, one month and the actual score was third grade, one month. This was as predicted.

In the specific areas of reading comprehension and vocabulary grade four students gained nine months in seven in comprehension and twelve months in seven in vocabulary. At grade five the gain in comprehension and vocabulary was three months in a ~~three~~ six months period.

Scores on the language arts area of the SRA Reading Test were comparable to those on the reading test.

Attached is a summary of the above narration in table form.

From the data it appears that the McGraw-Hill Reading Program is performing as expected. In some instances, such as the first, second and fourth grades, achievement is beyond expectation. The comprehension difficulty appears to have been alleviated considerably. There is some question as to the effectiveness of McGraw-Hill beyond grade four at the time of this report. The program is designed to continue for the school year 1974-75 at which time we shall have much more conclusive evidence concerning those students who have been in the program for a total of three years. At the conclusion of the current school term appropriate educational decisions will have to be made based upon the accumulated three years data.

Respectfully submitted,

R. M. Forster
Assistant Superintendent
Division of Instruction

Statistical Summary
McGraw-Hill Programmed Reading--Second Year

Grade 1

	Reading		Language Arts	
	Program	Control	Program	Control
Number	230	219	240	223
Mean SRA	2-2	1-9	1-9	2-1
Mean Met.	46	61	48	61
Significance	Significantly in favor of children in program		No significant difference	

Grades 2-5

	Reading			
	Grade 2	Grade 3	Grade 4	Grade 5
Number	191	208	188	184
Pre-test Mean	1-4	2-2	2-3	2-7
Post-test Mean	2-3	2-7	3-1	3-1
Predicted Post-test	2-1	2-7	2-7	3-1
Significance	Yes	No	Yes	No

	Language Arts			
	Grade 2	Grade 3	Grade 4	Grade 5
Number	196	208	189	177
Pre-test Mean	1-7	2-3	2-6	2-8
Post-test Mean	2-5	2-6	2-9	3-4
Predicted Post-test	2-3	2-7	2-9	3-2
Significance	Yes	No	No	Yes

Breakdown of Grades 4 and 5 Scores

Grade 4	Reading		Language Arts	
	Comprehension	Vocabulary	Usage	Spelling
Number	188	188	189	189
Pre-test	2-4	2-3	2-6	2-8
Post-test	3-4	3-6	3-1	3-3
Gain	9 months	12 months	4 months	4 months

Grade 5	Reading		Language Arts	
	Comprehension	Vocabulary	Usage	Spelling
Number	184	184	177	177
Pre-test	3-1	2-7	3-1	3-1
Post-test	3-4	3-1	3-6	3-5
Gain	3 months	3 months	5 months	4 months

PROGRAMMED READING PROGRESS CARD

Name of Student _____ Student Number _____

School	Gr.	Yr.	Entry Level	Last Book Completed	End of Book Test Score	Teacher	Remarks and Recommendations
	1						
	2						
	3						
	4						
	5						

CLASS PROGRESS RECORD

School Name_____ Teacher's Name_____

Grade_____ Date_____ Number of Pupils in class_____

Total number of pupils transferred into class since beginning of school year _____

Number from PROGRAMMED READING class_____

Number from non-PROGRAMMED READING class_____

READING READINESS:

The Letters of the Alphabet

Animal Island Pages Complete	No. of Pupils	Cum. Totals	Letter Island Pages Complete	No. of Pupils	Cum. Totals
1-18	_____	_____	1-18	_____	_____
19-36	_____	_____	19-36	_____	_____
37-54	_____	_____	37 54	_____	_____
55-72	_____	_____	55-72	_____	_____

Sounds and Letters

The Talking Letters Pages Complete	No. of Pupils	Cum. Totals	On to Story Island Pages Complete	No. of Pupils	Cum. Totals
1-18	_____	_____	1-18	_____	_____
19-36	_____	_____	19-36	_____	_____
37-54	_____	_____	37-54	_____	_____
55-72	_____	_____	55-72	_____	_____

If you use the Primer: Page in Child's Book Completed	No. of Pupils	Cum. Totals
1-25	_____	_____
26-50	_____	_____
51-75	_____	_____
76-103	_____	_____
104-128	_____	_____

End-of-Book Test Score

Book	90% or Better	Less Than 90%	Total	Cum. Total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				

SCHOOL PROGRESS REPORT--GRADE LEVEL

School Name_____ Date_____

Program Reading Specialist_____ Grade_____

Total Number of Programmed Reading pupils now in grade for school_____

Total number of pupils transferred into Programmed Reading classes at this grade level since beginning of school year_____

Number previously in PROGRAMMED READING CLASS_____

Number previously in non-PROGRAMMED READING class_____

READING READINESS:

The Letters of the Alphabet

Animal Island Pages Complete	No. of Pupils	Cum. Totals	Letter Island Pages Complete	No. of Pupils	Cum. Totals
1-18	_____	_____	1-18	_____	_____
19-36	_____	_____	19-36	_____	_____
37-54	_____	_____	37-54	_____	_____
55-72	_____	_____	55-72	_____	_____

Sounds and Letters

The Talking Letters Pages Complete	No. of Pupils	Cum. Totals	On to Story Island Pages Complete	No. of Pupils	Cum. Totals
1-18	_____	_____	1-18	_____	_____
19-36	_____	_____	19-36	_____	_____
37-54	_____	_____	37-54	_____	_____
55-72	_____	_____	55-72	_____	_____

If you use the Primer: Page in Child's Book Completed	No. of Pupils	Cum. Totals
1-25	_____	_____
26-50	_____	_____
51-75	_____	_____
76-103	_____	_____
104-128	_____	_____

End-of-Book Test Score

Book	90% or Better	Less Than 90%	Total	Cum. Total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				

A SUGGESTED PLAN

(Morning - 90 Minutes)

I.	15 - 20 Minutes	Introduce new materials (Sound/Symbol Relationship-Vocabulary, Related Skills, Drills)
II.	30 Minutes	Students work in the Programmed Readers (while this is going on the teacher can be checking tests. As each student completes his test, have plans and instruct him on what to do next - Acitvity Corner, Webstermasters, Filmstrips, Etc.)
III.	5 - 10 Minutes	Games: Puzzles, Tape Recorder, Students pair to read to each other. Etc.
IV.	15 Minutes	Review Exercises
V.	10 - 15 Minutes	Spelling
VI.	20 - 30 Minutes	Creative Activities (Writing Stories, Skits, Poems)

(Afternoon - 60 Minutes)

I.	30 Minutes	Work in Programmed Readers
	30 Minutes	Review: Creative Activities, Wrap up.

QUESTION: WHAT ARE THE MOST EFFECTIVE WAYS TO CHECK TESTS?

1. Have pupils raise their hands as they finish and then check test. (Teacher, Intern, or Aide)

2. Let pupil get a number and when number is called that particular pupil's test is checked. (Meat Counter System)

3. Have pupils place name on the board when they have finished test and when his or her name is called the test will be checked.

4. Correct test in front of child and explain mistakes.

TEACHER'S LIST FOR
PROGRAMMED READING

EVERY DAY:

1. Talk about characters and stories.

2. Explain new sounds and new words.

3. Let each child read and write in Programmed Reading book.

4. Check every test page by having student read it to you.
   A. If every answer is right, let him go on.
   B. If any answer is wrong, let him tell you why.
      Discuss it: then let him go on.

5. Put "Word Discrimination" and "Word Formation" on the board or on paper or on tape. Work with the whole group. Keep up with the fastest.

6. Talk about the reading.

7. Review

8. Once in a while, let the students read stories or pages to you and to the group.

9. Praise every child for doing a good job!

DISTINCTIVE ADVANTAGES OF PROGRAMMED READING

1. Requires 100% response from every student.
2. Places responsibility for learning on child.
3. Each pupil checks own response with immediate knowledge of results.
4. 95% correct response design builds confidence and eliminates failure.
5. Each response reinforces reading skills in natural progression.
6. Record of responses to each frame provides detailed continuous reading inventory.
7. Eliminates the need for conventional grouping patterns.
8. Allows learner to proceed at own pace.
9. Frees teacher's for important new role and individualizes work with pupils.
10. Develops independent work habits.

WEBSTERMASTERS

Question: How Can Webstermasters Best Be Utilized

Reinforcement:

Previously learned skills from lower level.
Skills from present level

Confidence:

Use after child is able to accomplish specific skills.
Learns he can do work without answers.

Independent Activity:

At seats
In activity corner

Comprehension Development:

Appropriate exercises
Discussion

Evaluation:

Prior en-book tests
Beyond in-book tests
Preparation for end-of-book tests

DO CHILDREN CHEAT WHEN USING PROGRAMMED READING?

Obviously, if a child wishes to copy answers from the gray response column in the Programmed Reader, he may do so. In fact occasionally doing this may be adding to the learning process; especially, when the learner tries to figure out how the response matches with the stimulus. Several programmed instruction studies even indicate that there is no significant difference in learning results between those who looked at answers and those who didn't. Nevertheless, insurance of mediation between the stimulus-response sequence is provided when direct copying is not done.

Most children using PROGRAMMED READING do not usually engage in "cheating" activity because:

A. They are not pressured into peeking. They soon realize that 95% of the time they can correctly respond.
B. The fun of being successful is more rewarding than "beating the system."
C. They discover that making an occasional error provides them with the opportunity to learn from their mistakes.
D. The interest in progress and the stories focuses their attention on learning rather than just performing a work routine.
E. Their "tutorial" session with the teacher at the unit test points (every 36 pages) is their time to gain recognition for their success. It is impossible to get a high mark on the unit test without having used the text correctly.
F. They are not penalized for not knowing an answer but get help.
G. If a mistake is made they realize that the program will repeat the reading problem again, thus giving them additional chances to make a successful response.
H. The habits of manipulating the program from stimulus to response to confirmation become so automatic that it is uncomfortable to work the program in any other fashion.
I. Many realize that when they cheat, they are only cheating themselves.
J. Pressure from the peer group mores makes such practice unacceptable. And, children are very quick to report such violations.
K. The possibility of losing their independency in the learning is an additional determent.

Teachers of PROGRAMMED READING have used several ideas and techniques to foster correct use of the materials. Perhaps the list below will clarify the issue for new teachers and enable them to have a successful situation.

1. Never use the word "cheat" or "peek." This creates a connotation other then approaching reading as a learning experience. Rather, create the atmosphere that emphasizes using the program correctly as a means of learning how to read well in the shortest time possible.

2. In introducing the program "over-teach" the manipulation of slider-book usage so that it becomes automatic. Don't check tests or work for long periods with individuals during this period. Monitor the usage in such a way that as the pupil becomes engrossed in working the program and his success he really doesn't know when you are observing him. But, make sure that he knows that observation is going on. Gradually begin to do other activities with partial monitoring. The ideal to reach is that whether or not you are watching, the program is being used correctly. If later in the year cheating occurs, always revert back to this stage.

3. When a child occasionally peeks, don't make a big issue of it or even call attention to it. Such an occasional peek may be helping the pupil learn.

4. If cheating does occur try to find out why the child is motivated for this behavior. It probably is a sign that he is having trouble and needs help to get back on the path of independent success. One or two individuals may require constant monitoring either by you or another child, if cheating has become automatically conditioned. Place the child's seat near the teacher's desk....or only allow him to work under supervision. Eventually try to pull away as outlined in 2. above. If the child is capable of making independent progress, he will become disenchanted with having to wait until he can be supervised. He will come to realize progress can only be made when he uses the system properly.

5. In the earlier grades simply pull the slider away from a pupil who is cheating (the sooner the better--after observing peeking for a whole page). Explain that he may regain his slider only if he will promise to use it correctly. This lets him prove to himself how boring it really can be when one just copies words and knowledge that he is not following the norm of the group will motivate him to wish to use the program correctly.

6. Have children mark correct or incorrect responses. Require that they be prepared to explain why they think they made the mistake. Some teachers have children place the page and word on the board and at the end of the session explain to the whole class what they can do to not make the same mistake

if they come upon it. Others, simply go over the mistakes at the test session. Sometimes a graph of the number of mistakes provides an interesting device to keep. If the pupil really can't figure out the reason and it isn't just a careless mistake, either have them consult with one of the more able teacher helpers or with the teacher.

7. Sometimes children will compete with one another in their progress through the Programmed Readers. This can be a source of pressure for motivation for cheating. Usually those who are so motivated are able to perform the work but can't match the speed of someother classmate. The most effective way to solve this problem is to appoint the culprit as a "teacher helper" for a long enough period to give him a legitimate excuse for not catching up to the other classmate. It is important that this deftly be pointed out. This is because many times the emotional level of the competition is non-verbal. Note that this approach is not negative---still don't use the concept of cheat with the child. The appointment to help with other children further gives the pressured child a different source of recognition for success.

8. Always have cooperative projects in the classroom. The atmosphere of cooperation rather than competition always produces greater individual learning results. Teacher Guides have several to select. Some may be above the top level of the class, but are useful even at early book levels for all children. When the atmosphere in the classroom is cooperative, even the children who are progressing at a slower level get a chance to gain success from other than their progress in the books. In several classrooms the location of children in the books has little significance: rather, how well all children are succeeding and enjoying the reading experience prevails.

9. No matter how small successes are----PRAISE THEM. Do not be negative about failures. Constantly reinforce the success children are getting at their level.

10. Do not feel that a child has to re-do a section if he has been cheating. Let him go on without cheating and the program will automatically review and re-teach the material that has not been mastered. If need be, have the child use a different edition of the series or some pertinent remedial exercises in the guide. Before ever having the child repeat the same work first perform the steps outlined in 2. above.

The above Programmed Reading Notes are offered through the courtesy of McGraw-Hill Book Company, Webster Division.

SULLIVAN READING ACTIVITIES

NAME_____

TODAY	M	T	W	T	F	M	T	W	T	F
I read my reading book.										
I worked on my Webstermasters.										
I took a test.										
I read my storybook.										
I worked on my storybook Webstermasters.										
I played a reading game.										
I worked at an activity center.										
I made a storybook report.										

SULLIVAN PROGRAMMED READING PACER

NAME _____ BOOK _____ DATE _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	TEST 1				TEST 2				TEST 3				TEST 4			

School_____ Pupils Name_____

Date	Book	A.M. Page	P.M. Page	Test	Test	Comments

Date	Book	A.M. Page	P.M. Page	Test	Test	Comments

Date	Book	A.M. Page	P.M. Page	Test	Test	Comments

Date	Book	A.M. Page	P.M. Page	Test	Test	Comments

NAME _____ YEAR _____ GRADE _____

P. R.	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6	Book 7
Dates							
Storybooks							
✓ ✓ ✓+							
Webster-Masters							
Storybook Masters							
Sounds not Mastered							
Words not Mastered							
Unit Tests							
Achievement Test Book							

NAME _____ YEAR _____ GRADE _____

P. R.	Book 8		Book 9		Book 10		Book 11		Book 12		Book 13		Book 14		Book 15
Dates															
Storybooks															
✓ ✓- ✓+															
Webster Masters															
Storybook Masters															
Sounds not Mastered															
Words not Mastered															
Unit Tests															
Achievement Test Book															

NAME_____ YEAR_____ GRADE_____

P. R.	Book 16	Book 17	Book 18	Book 19	Book 20	Book 21	Book 22	Book 23
Dates								
Basals or Supplementary								
Basals Workbook								
Activity Book								
Sounds not Mastered								
Words not Mastered								
Unit Tests								
Achievement Tests								

Series I

MCGRAW-HILL PROGRAMMED READING OBJEVTIVES CORRELATED WITH THE NORFOLK PUBLIC SCHOOLS LANGUAGE ARTS CURRICULUM GUIDE

READING READINESS	BOOK 1	BOOK 2	BOOK 3	BOOK 4	BOOK 5	BOOK 6
0202	0101	0201's	0403	0205	0403	0701
0203	0402	0202	0601	0206	0701 - 0703	0702
0205	0403	0303	0602	0701 - 0703	1101	0703
0206	0701	0402	0603	1101	1200's	0402
0207	0703	0403	0701	1200's	1300's	0403
0209	0601	0601	0702	1300's	1700's	0601
0303	0602	0602	1200's		1800's	0602
0501	0603	0701	1300's	1500's	1501 - 1507	1200's
0602	1101	0703	1400's	1600's	1611 - 1617	1300's
0701	1200's	1101	1500's	1700's	3101 - 3104	1500's
0702	1300's	1501 - 1507	1600's	1800's	3202	1600's
0703	1500's	1601 - 1607	1700's	2101	3301	1621 - 1627
1200 - 1227	1600's	1621 - 1627	1800's	2201	3331	1700's
1300 - 1313	1700's	1701 - 1704	3205	2301	5101 - 5102	1800's
1700 - 1704	2101	2201	3701	3302	5133	2300
	2201	2301	3702	4101	5701	2337
	2301	2334	5101	5101	6001 - 6002	1801 - 1807
	3103	3101 - 3104	5102	5102	6500's	1211 - 1217
	3104	4101	5133	5103	6601	3432
	3201	5701	5701	5501	6603	5701
	3205	6001 - 6002	5907	5502	9601	5101
	3300	6101 - 6103	6001	5701	9631	5102
	4101	6503	6002	5907		5133
	4201	6504	6101	6001		5701
	5701	6506	6102	6002		5906
	6001		6103	6502 - 6506		5907
	6002		6501	6501		5908
	6501		6502 - 6505			5909
	6502					6001
	6503					6002
	6506					6500's
						6101
						6102
						6103
						6104
						9601
						9631
						0603

BOOK 6	BOOK 7
0402	
0403	0601
0601	0602
0602	1101
0603	1200's
0701	1300's
0702	1400's
0703	1500's
1200's	1600's
1300's	1700's
1500's	1800's
1600's	5100
1700's	5101
1800's	5102
3432	5103
5101	5701
5102	5800
5133	5907
5701	5908
5906	5909
5907	6001
5908	6002
5909	6101
6001	6102
6002	6103
6101	6500's
6102	
6103	
6104	
6500	

BOOK 8	BOOK 9	BOOK 10	BOOK 11	BOOK 12	BOOK 13	BOOK 14
0601	0403	0403	5100's	0403	0403	0600
0602	1101	0600's	5301	0500 - 0600	2101	1101
0603	1200	1239	5331	1101	2131	1201 - 1207
1101	1238	1801 - 1807	5357	1239	2151	1601 - 1607
1211 - 1217	1300	5100's	5700's	1801 - 1807	2365	2100's
1700's	1500	5701	5907	1931	5100's	5100's
1800's	1600	5907	5937	5100	5200's	5900
2234	1700	5908	5957	5700's	5300's	5907
2301	1800	5937	6539	5900's	5701	5937
2364	1900	5938	6559	6000's	6539	5957
1934	1933	5957	1701 - 1704	6500's	6559	6500
5101	5100's	5958	1801 - 1807	9253	8031	6538
5102	5101	6500's	9635	9606	8032	6558
5103	5102	6501	9655	9636	8052	6900
5133	5132	6539		9633	9601	7000
5701	5133	9253		9653	9606	9600
5907	5153				9636	9601
5908	5600's				9635	9631
6001	5701				9655	
6002	5800's					
7000	5907					
9635	5937					
9606	5957					
	6100's					
	9253					
	9501					
	9606					

Series III Books 15 - 21

0403
1200
1300
1500
1505 - 1507
1600
1621 - 1627
1700
1800
1900's
2100
3202
3631
3632
3652
5100's - 5400's
5700's
5701
5831
5851
6000's
6002
6502
6532
6602
7100's
8000's
9500
9501
9531
9551
9606
9636
9655

GUIDELINES FOR THE PROGRAMMED READING AIDE

At all times the teacher aide is immediately responsible to the classroom teacher to whom she is assigned for that period of the day. Overall supervision will be the joint responsibility of the principal and the programmed reading specialist.

The teacher aide has the following specific responsibilities:

1. Checking in and organizing the Programmed Reading materials as they are received; maintaining an orderly storage area.

2. Keeping an up-to-date inventory of Programmed Reading materials; assisting with distribution of materials. The supply room will be open one hour each day.

3. Duplicating and maintaining a file of Webster Masters so that they will be available for student use.

4. Following up teacher instruction by working with students individually and in small groups.

5. Reporting performance of students to the teacher.

6. Preparing instructional aids, enrichment materials, and bulletin boards.

7. Assisting teachers with clerical work such as:
   a. Keeping records of individual students
   b. Checking objective tests
   c. Making class lists and reports

8. Administering tests.

9. Assisting students to complete work missed.

10. Checking out and operating audio visual equipment.

11. Writing assignments on the chalkboard.

Office of Reading Instruction
8/29/72

GUIDELINES FOR THE PROGRAMMED READING SPECIALIST

The primary function of the Programmed Reading Specialists is to work with the classroom teacher to improve programmed reading instruction. This may be accomplished through the exchange of ideas, materials, and planned demonstrations.

The Programmed Reading Specialist has the following responsibilities:

1. With respect to the classroom teacher:
   a. To help make relevant plans, immediate and long range, for the instructional reading needs of his classroom
   b. To help organize his class for efficient management and effective handling of routine matters
   c. To share information about programmed reading materials and their use
   d. To work with a teacher or a group of teachers on mutual problems
   e. To conduct periodic in-service meetings

2. With respect to the Programmed Reading aide:
   a. To assist in maintaining the Programmed Reading supply room
   b. To help set up schedules for distribution of materials
   c. To help set up a schedule for the aide to spend time working in the classroom
   d. To keep aide informed about procedures and regulations relevant to their responsibilities

3. With respect to the Building Principal:
   a. To keep him informed about all phases of the program
   b. To compile and interpret monthly monitoring reports

4. With respect to the Coordinator of Reading Instruction and the Programmed Reading Project Director:
   a. To help plan and implement in-service programs
   b. To secure data for monitoring reports
   c. To assist with program evaluation

PROGRAMMED READING

General Notes and Review Information

Page 439 of the Teacher's Guide has an oral test for children who come into your class in the middle of the year.

Review

At the beginning of the school year spend 2 to 3 weeks reviewing material before introducing any new skills, etc.

1. If a child is new to the program, give the Placement Test as soon as possible.

2. If a child has been in the program, use information from the cumulative folder (Reading Placement Card).

3. Spend about 10 instructional periods (2 hr. blocks) reviewing an hour in the morning and an hour in the afternoon, as has been suggested.

Materials to Use for Review Purpose

1. Filmstrips - (15 minutes)

2. Introductory Exercise (15 minutes)

3. Webster-Masters (15 minutes). Pass them out as books or ½ - bk. units.

4. Remedial Exercise (15 minutes)

5. Sound - Symbol Cards (15 minutes)

6. Have a child choose a storybook that was read last year and re-read it silently (15 minutes)

7. Choose one storybook for use with the whole group. Have a general discussion. Emphasize characters, storylines and comprehension. (15 minutes).

8. Webster-masters for storybooks (15 minutes)

9. Spelling (15 minutes) Sentence dictation exercise

10. Creative Activities (10 - 15 minutes) Activity corner for each level. Questions in the back of storybook to answer. Games, viewer and filmstrips.

11. Recreational Time. Read a book (15 minutes)

Note

Review 2nd half of previously completed book. Emphasis on sound-symbol cards, vocabulary and language.

GUIDELINES

Review for Books 4-8

If Used

1. Filmstrips #3 - 15 minutes
2. Introductory Exercises #3 - 15 minutes
3. Webstermasters - Program Reader #3
4. Sound Symbol cards - 5 minutes
5. Review exercise - 15 minutes

   What this should strengthen:

   a. Reviewing sound symbol relationship
   b. Language arts skills
   c. Vocabulary

6. Storybooks #3 silent reading - 15 minutes
7. Discussion period - 15 minutes

   What this should strengthen

   a. Characters in program reader
   b. Comprehension
   c. Vocabulary

8. Webstermasters storybooks - 15 minutes
9. Creative activity - 10-15 minutes
10. Spelling review - 15 minutes (use words from Programmed Reader)
11. Recreation reading (Student or Teacher) Suggested "The Giving Tree" by Shel Silverstein

BUILDING GAME

Print three copies of each letter of the alphabet on index cards or smaller expecially cut cards. Shuffle these and deal six to each player. Remainder of cards are placed in the center of the table, face down. The children take turns in sequence (d e f g) (r s t u) he may lay them down and draw enough cards to make up the six he had at first. If he cannot play, he discards one on the bottom of the pile, and next pupil plays.

CHAMPION ALPHABETIZER

Purpose: To give practice in alphabetizing

Players: Individual or small group.

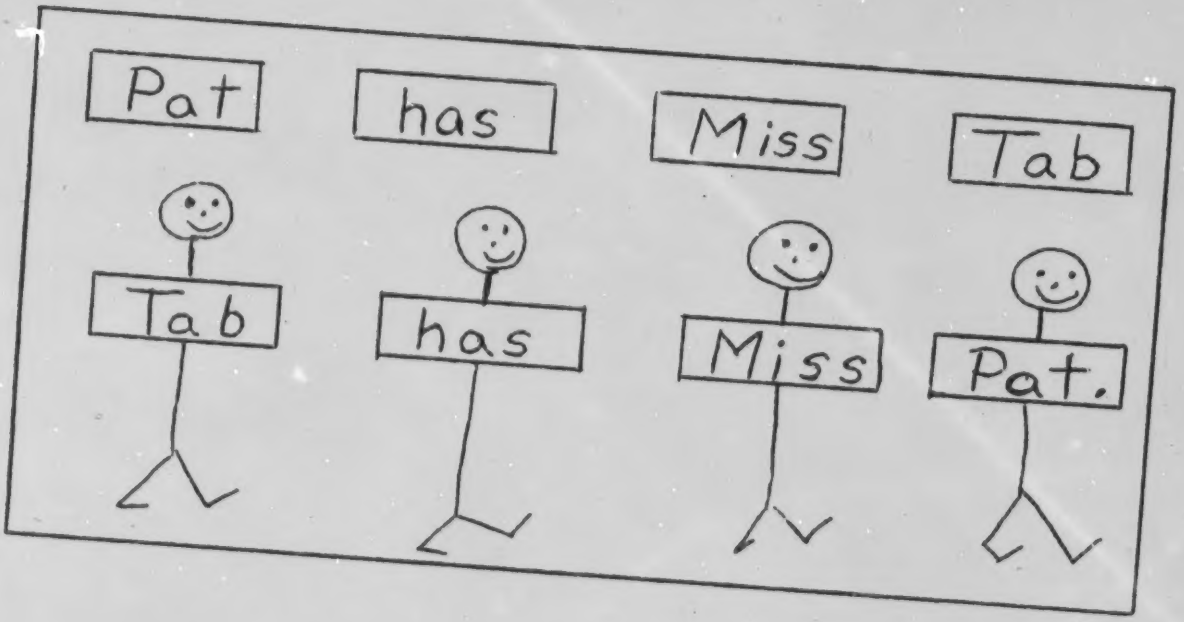
Materials: Words taken from used Programmed Readers. (For ease in handling, pages may be posted to booktag before the words are cut out with a paper cutter).

Directions: Each player is given an envelope containing twenty-six words; each word begins with a different letter of the alphabet. These are to be arranged in order. Each player who has all twenty-six words in correct order is a "Champion Alphabetizer."

Adaptations: (1) More advanced sets may be prepared, which have a number of words beginning with certain letters and no words representing others.

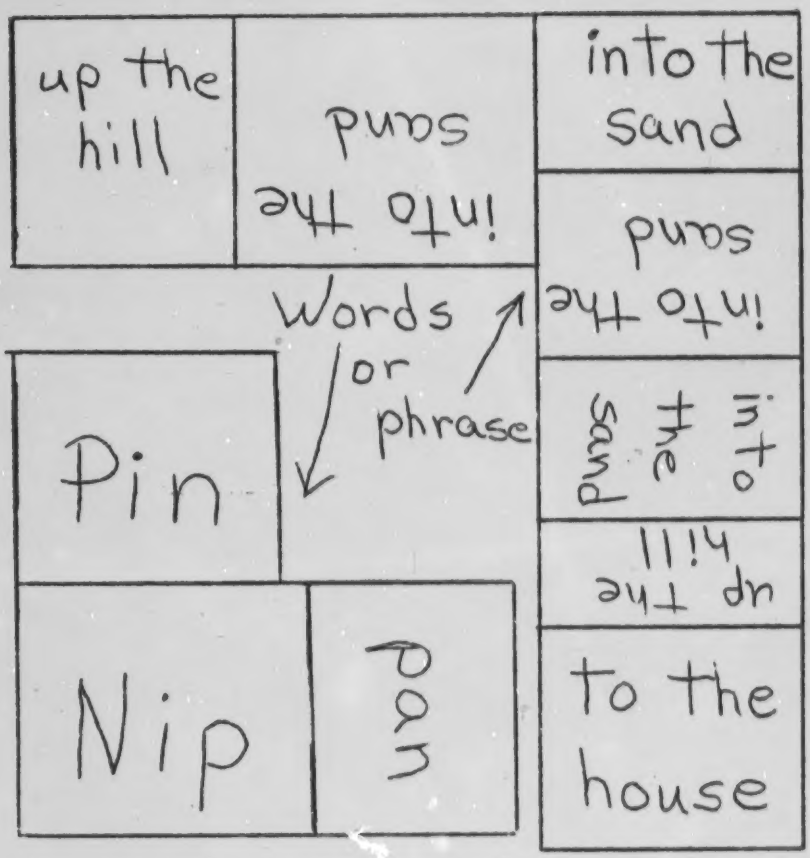
(2) If competition is desired, the first child to finish may be declared the winner.

Cautions: Children should be encouraged to select different envelopes of words rather than use the same words when repeating the game. Envelopes may be numbered for this purpose.



Move In Order - "Sentence Construction."

1. Write various simple sentences on the outside of legal size envelopes (one on each envelope).
2. Place separate small cards with the individual words on the inside of the envelope.
3. The child arranges the words found inside the envelope to form a sentence.
4. The child can use the sentence written on the front of the envelope as a clue.



DOMINOES

A set of word cards is made like dominoes. The set should contain about twenty-four different phrases or words, four copies of each phrase. Two phrases or words are on each card. A few of these should be doubles. The game is played just as dominoes.

MATCHA

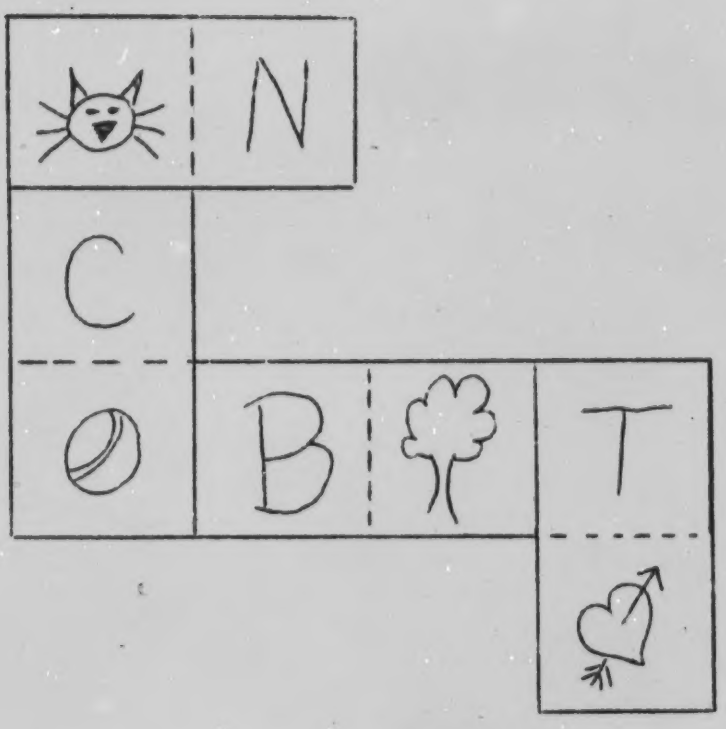
Purpose: To provide motivated practice in spelling.

Players: One or more.

Materials: Envelopes, each containing a picture with its title written below in manuscript, corresponding envelopes containing enough letters to match the letters in each title.

Directions: Each child is given an envelope containing a titled picture. The child takes the letters of the alphabet from a separate envelope and selects the correct letters to place under the letters of the title.

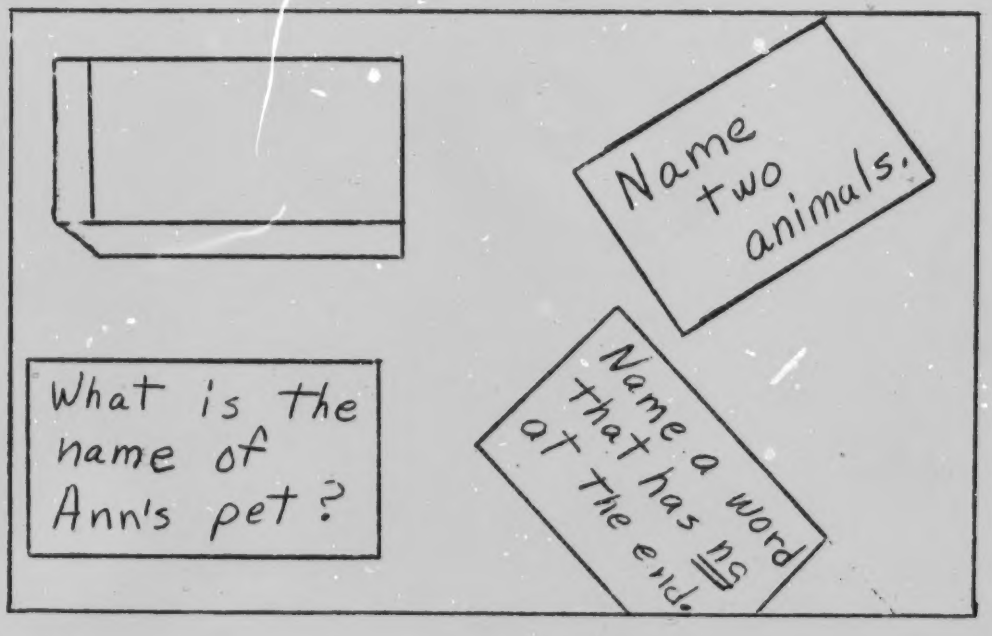
Adaptations: For reading readiness, words could be matched with picture title. Two children could word together in matching a given title. Children should be able to read the title of the picture.



Phonetic Dominoes - "Initial Sounds"

1. Prepare forty domino-like cards (1 x 2 in.).
2. Choose ten different letters of the alphabet and write a letter on one half of each card.
3. On the other half of the card, place a picture that begins with any of the ten letters. (The letter and picture on the same card do not match.)
4. If there are four "B" letter cards, there should be four "B" picture cards.
5. The child plays as "Dominoes", matching the letters and pictures according to the initial sounds.

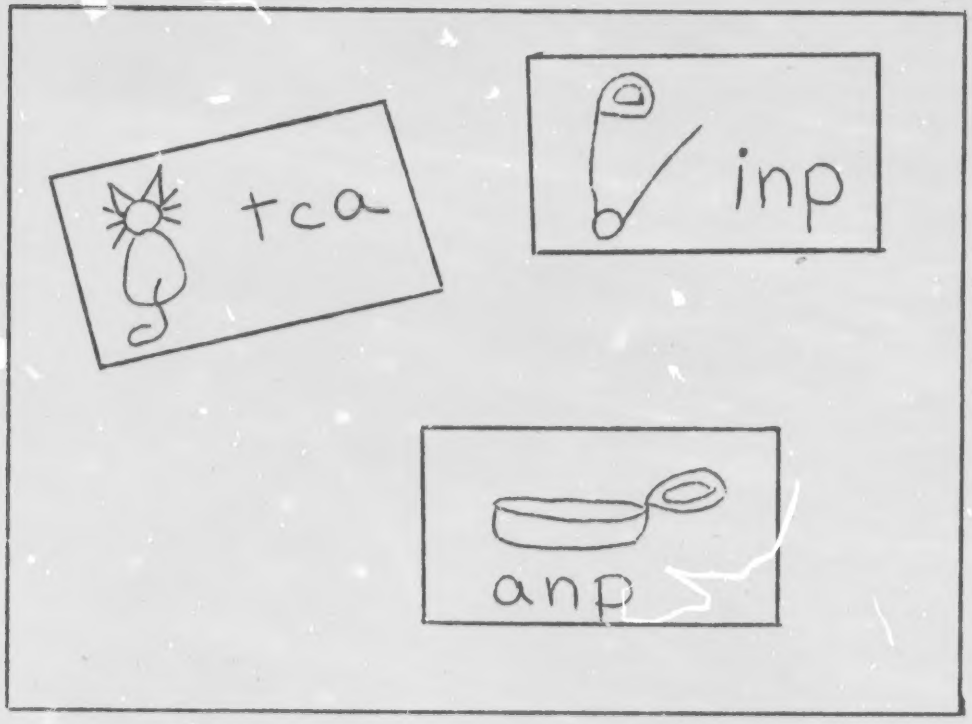
Variation: The game is simplified by preparing a set of domino-type cards with letters only. The child matches the letters.



Quiz Cards

"Listening, Verbal Expression"

1. Prepare general or subject area questions on index cards.
2. Divide the children into two teams.
3. The team members alternate picking cards from the stack.
4. Each child reads a question and responds in sentence form.
5. For each correct answer, the team receives a point.
6. If the child does not give a correct answer, he continues to play.



Jumbled Words

"Initial and Final Sounds"

1. Prepare a set of cards with pictures and words. The letters of the words are in mixed order.

2. Cover the cards with clear contact paper.

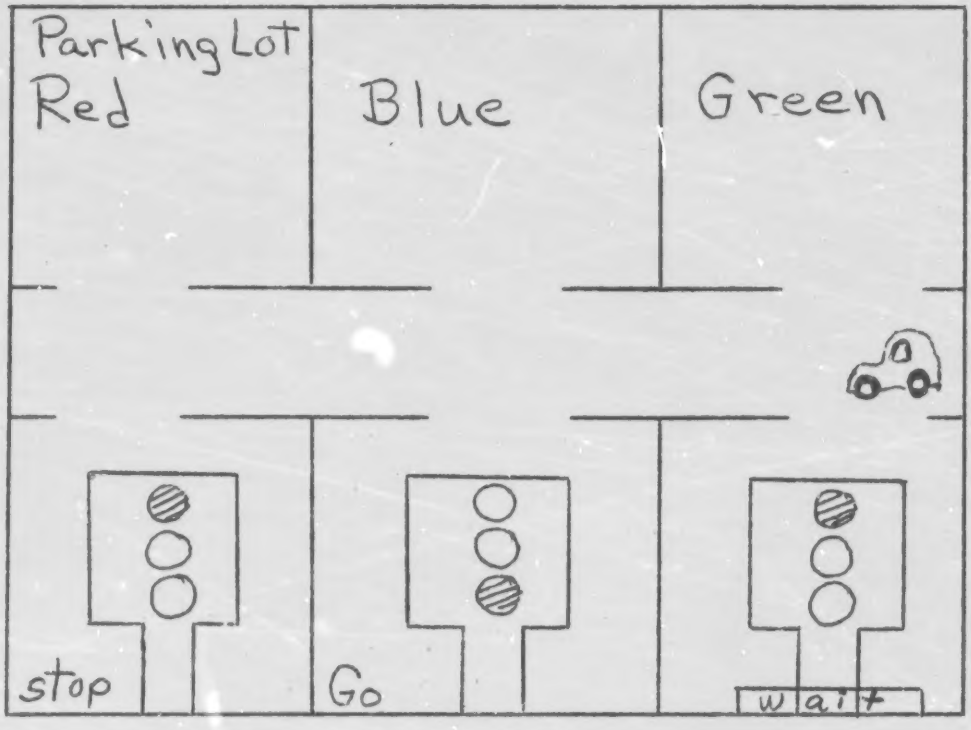
3. The child uses the picture clue to determine the correct word, and sounds out the letter order.

4. The correct word can be written directly on the card with a washable marker.

5. To increase the difficulty, use jumbled letters without a stimulus picture.

6. Make small (1 x 1") individual letter cards.

7. The child moves the cards to form the words.



Park and Shop

"Color and Word Identification Listening Skills"

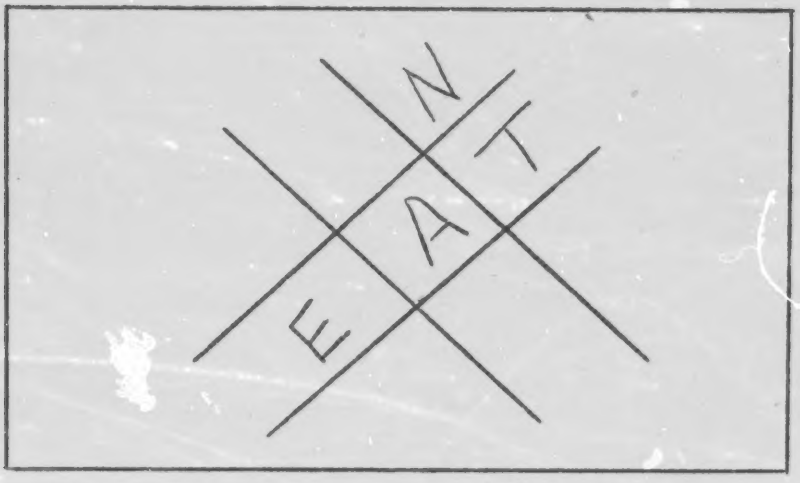
1. Using colored paper, cut out different colored squares. Paste on tagboard to make a parking lot.

2. Draw stoplights at the bottom of the paper.

3. Use minature cars the same color as the parking lots.

4. The child moves a car on the paper according to the teacher's directions; for example, drive the blue car to the blue parking lot or drive the red car to the yellow light.

   Variation: Use letters or words in the parking spaces for word identification, beginning sounds or rhyming words.



New Style Ticktacktoe

The new version of the familiar pencil and paper game of tic-tac-toe requires the players to use vowels and consonants instead of "0" and "X".

Each player tries to be first to get three of his markers in a row. The winner must have three consonants in a row, or three vowels, depending upon which symbol he is using.

At the outset, one player chooses vowels, leaving consonants to be used by his opponent. The familiar grill of four crossed lines is drawn on paper as in the above illustration. Agreement is reached as to which player is to be first. That player places his symbol in one of the nine grill spaces.

The player with the opposing symbol places his marker in his choice of the remaining eight spaces. His aim is to block his opponent from getting three markers in a row, at the same time setting up his own marker to create the beginning of a row of three.

The players continue to alternate until one or the other has won or until all the spaces have been filled with neither player completing a row of three.

Additional rules are as follows:

No letters may be repeated in any one game.
Any player who wins a game earns 25 points. He gets 10 additional points if he completes a three-letter word.
The player who is first to earn a total of 250 points is the champion.

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 1

p.1

the pig
the hat
the fan

p.2

lines from sentences
to correct pictures

p.3

1. Nip
2. mat
3. fat
4. thin
5. cat
6. mat

p.4

This is Nip's mat.
Nip is sad.
Sam has the cats.
Nip has his mat.

p.5

Miss Pat hid in a pan.
Ann hits Tab.
Tab hit Miss Pat.
Tab is a sad cat.

p.6

child draws pictures

p.7

can
map
pan
ham
mints
man

p.8

child follows numbers

p.9

mat
cat
thin
pin
can
cat
cat
mat

p.10

n		p
i		a
p	i	n

	f		
m	i	n	t
	s		
	h	a	m

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 2

p.11

child checks:
bag
rat hole
trap
cage

p.12

The rat ran past Tab.
Sam has a rat trap.
The rat ran past Kit.
That is a sad rat.

p.13

The sandman has sand in his sack.

p.14

The pig rips Ann's dress.
Ann hits the pig.
Ann hits the rat.
The big cat sniffs at Ann.

---

chicken
sand
rings

p.15

self-explanatory

p.16

Ann's hat
Sam
Ann
the mints
the mat
Sam's hat

p.17

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 3

p.18

1. rat
2. can
3. can
4. cat
5. no
6. ran
7. ran
8. no
9. no
10. no

p.19

sequence
3,1,4,2

p.20

paste pictures
from p.19 or
draw pictures

p.21

Pat
Sam
Nip
chicken
ring
Ann

p.22

Miss Pat
the ring
the stick
the brick
the chicken
the grass

p.23

the mitten
the kitten
The kitten is in the mitten.

p.24

1. mitten
2. kitten - mitten
3. mitten - kitten
4. kitten - Nips
5. mitten
6. wet
7. yes
8. kitten

p.25

stick
am
nap
rang
spills
bell

p.26

s	a	m	
		i	
p	u	l	l
		k	

	b		s
w	e	l	l
	l		i
s	l	e	d

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 4

p.27

chick
chicken
chick
chicken

p.28

Children follow the numbers to finish the picture.

p.29

This is Helen.

p.30

Circle:
Ann
Nip
Helen
Sam
Tab

p.31--34

coloring and cut-outs

p.35

follow the numbers to finish the picture

p.36

coloring

p.37

Ann
witch
witch
Sam
bat
Sam
bat
Ann

KEYS FOR WEBSTER MASTERS
STORYBOOKS

Book 5

p.38

child follows the numbers to complete picture

p.39

child draws lines from sentences to pictures

p.40

1. Ann Sam
2. pitches
3. hit
4. bats
5. pitches
6. no
7. egg
8. egg
9. Sam

p.41

1. after hit.
2. the kitchen.
3. in her mitt.
4. hit the egg.

p.42

children paste correct picture in correct space

Dan's cat
the rabbit
the crab
the pig
the dog
Tim

p.43

follow arrows:
swing
hill
well
in paragraph
well
hill
bell

p.44

cut out and color

p.45

number in order:
2,3,4,1

p.45

either paste pictures from p.45 or draw own

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 6

p.47

Sam
He
She
She
He
He
She
She
He

p.48

children cut out and paste correct picture in correct space

p.49

children follow numbers to complete the picture

p.50

barn
Market
Jill
Banks
car
lamb
rabbit
chicken

p.51

1. Jill
2. barn
3. chicken
4. Banks
5. lamb
6. rabbit
7. chicken
8. Mr.
9. lamb
10. car
11. Jill
12. market
13. chicken

p.52

children draw lines from sentences to correct pictures

p.53

bird
eggs
nest
Allen
bill
wall
legs
flying
wings

p.54

color

p.55

Draw lines from sentences to correct pictures.

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 7

p.56

wall
ant
ham
hammer

p.57

ant
children
stilts
Ann

p.58

grass
starship
sky
children

p.59

starship

p.60

check pictures:
Kat on bed
Kat in sink
Kat digging
Kat in yarn
Kat eating fish
Kat eating cheese

p.61

child follows numbers to finish picture

p.62

1. picnic
2. walking
3. pat Sam
4. grass
5. wishing

p.63

6. Ann
7. visit
8. mints
9. yes
10. well
11. hand

p.64

draw haystack

p.65

him
her
Her
her
her
him
her

p.66

say
may
gay
hay

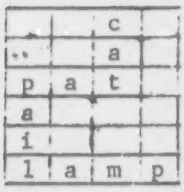
p.67

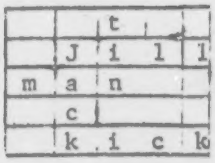
lamp	Walter
cat	bus
mitt	man

p.68

on by itself
hit the ball
the glass cat
onto the bus

p.69





KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 8

p.1

(1) farm
yes
ham, sandwiches, mustard
"Where is Jack?"
trip

(2) sun, sky, hot
wall pond
a gun and a bag
The animals Jack plans to kill.

p.2

(3) duck bird
the duck swims up to him

(4) no wet duck
sticks bag
be still

(5) garden rabbit
no
missed

p.3

(6) yard
hunt big animals

(8) pig nap
mud
last
just sits in the mud and grunts
no
better animals

(9) farmer's

p.4

shot stop
lamb mixed Jack missed him

(10) chicken truck
get a lunch of corn
catches sticks it into his bag
path
kitchen
no

p.5

(12) a duck and a chicken
cry killed the farm animals
he didn't kill the animals
barnyard

(13) trips on a pitchfork
pitchfork
glad
to nap in the mud

p.6

(14) no lamb

(15) no

(16) "quack, quack"

(17) duck chicken Jack
shot gun
no play

(18) have lunch
kill

p.7

(19) want to play tag

(20) eggs basket
farmer market

(21) eggs and tag
want to stop playing tag
fishing

(22) egg
no

p.8

(23) sandbox
help farm
hatch
yes

(24) duck's nest
smaller

Book 8 (cont'd)

p.8

(25) no
egg
nest

p.9

(26) six small
no

(28) chick Bertram
no
He is a chick, and chicks
can't swim.

(29) talk
children
swimming

(30) no yes
pond

p.10

(31) kicks
sinks bottom

(32) cluck quack
no
he will never be a swimmer

(33) yes no
help sing

(34) They are walking back to the farm

p.11

bring Bertram back to land
cluck
never

(35) barn
chicken's
It's better to be in the
chicken's nest than in the
duck's pond

(36) no
duck

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 9

p.12

(6) Patty Smith
birthday
yes
sending away for it
she thinks they act silly
when they shop

(8) candy
no
corner
the pet shop

p.13

puppy
yes

(9) penny bank
pink
clerk
yes
The biggest box of candy
in the shop.

(10) no
a smaller box of candy

p.14

a little box for himself
The smaller boxes of candy
(12) Why Walter didn't get the
biggest box of candy.
Patty
boxes fat
drop
birthday
no
yes
understands himself

p.15

(14) beginning
shopping
pet
yes
puppy
candy
smallest

(15) small tan
Sam and Walter ate it all
no
happy

p.16

(39) maps letters
back yard
yes

(40) yes
run and get things
no

(42) lesson
"Think before you act."
She is trying very hard to
understand her letter.

p.17

cake map
by the kitchen door
yes

p.17

(44) box
snap top
making the lid of the box fly up
a letter for Ann

p.18

(45) harder understand
is having fun with her
lake
no
puddle
puddle middle
dragon

(46) map lap no
at last she understands what
the dragons are.

p.19

snapdragons
a plant

Book 9 (cont'd)

p.19

(47) run mud puddle
planted
biggest
spell
spell happiness

(48) fish
no stick
ring
string ring

p.20

(50) under the snapdragon plant
no
can
start running
path bench
on the hill

(52) plate
think harder
place lace

p.21

(54) no
she slips her hand into her pocket
butterfly
yes
yes
the pocket on Ann's party dress
Ann is the winner of the hunt for hidden presents.
stop to think first
yes

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 10

p.22

(35) sunny
he talks to Kate
take a trip
no
sister
Rock City
yes

(36) no fun at all
no
have Pam take care of the bakery

p.23

(37) yes
yes
care
miss Bob and Kate

(38) packing her things
careful playmates
chipmunk tricky
no
helpless
helpless

p.24

get the tickets

(40) yes
bakes
unhappy
He just doesn't want to make the trip at all.

(41) five o'clock
the big city

(42) bus Hitchville
bus

p.25

(43) plane
plane
yes
plane crashes

(44) shaky
yes
safety belt
stay in her place
rumble
yell

p.26

(45) flying
smaller
sick
no
sandwiches
don't want the sandwiches
city

(46) sister Betty
There is no place in Betty's home for them.
small

(47) stay hotel

p.27

ugly
she wants to rest

(48) had a nap
A strange man came in and grabbed them.
yes

(49) no
dime call

p.28

(50) paying for the tickets back to Plantsville
happy hungry

(51) yes
cry

p.28

(52) can't
no
surprise

Book 10 (cont'd)

p.28

(53) running Bob's bakery
yes

p.29

grasshopper
hat
chipmunk nibbling
small

(54) no
yes
forest
skunk
no

p.30

(55) yes
the forest
angry
chase Bob and Kate away
rush

(58) she is beginning to wake up
in her bed at home
yes
no

p.31

(60) make the trip to Rock City
in the cottage

(61) no
glad
stack pancakes
tickets unpack
home

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 11

p.32

(19) happy
watching plays

(20) actor
dragons

(21) no

(21) no
hateful
killed
no
secret
that he has never even met a dragon

p.33

(22) helpers
kill dragons
axes and sandwiches
no
yes
he is a true king

(24) what a dragon is like
she is silly to ask such things
no

p.34

(25) no

(26) shortest killed
take the dragons back alive
no

(27) yes
branches
no

(28) useful helpfull
They hope to catch dragons in the nets.

(29) travel
"There he is!"
fattest over

(30) a bad smell
cast spell

(31) small
a white stripe
made a very bad smell
a skunk
no

(32) six blue
sitting on a rock in the water

(33) no
no
wade

p.37

(34) tallest
slowpoke
fast

(35) smartest
shell
a turtle
snap at you

p.38

(36) desert
hot dry
no
biggest

(37-38) useless
no
shortest kill
he sent to work in the salt mines
run away
ax

p.39

(39) no
swing
falls over
no
He is sad to have killed a nice harmless dragon

(40) thorns
a cactus plant
cactus plant
no
It is a huge, strange thing that they have never met before

Book 11 (Cont'd)

p.40

(40) yes

(42) no circle
yes
tracks

(44) bird
an ostrich
yes fly

p.41

thinnest
ride man
is under the dragon's
spell

(45) He is thrown into the sand.
nets

(46) attack
take it with them
no
a camel
hump

(48) no
cactus
turtle
camel
ostrich
skunk

Book 12

p.43

(1) cents

(2) toy store
glad money

(3) help find wants
clerk

(4) city
fifty cents
no

p.44

(6) lots of money to spend
more
no

(8) farm
yes (in picture p.7)
lovely

(9) circus
yes (in picture)
he'll take the boy circus

p.45

(10) park swings slide (in picture)
picnic grass (in picture)
a toy sandbox

(12) giving
pay
no sad

(14) smaller toys are sold
set of dishes
girls

p.46

fifty cents yes

(15) the toy guns are magic
make fun of her
unhappy

(16) magic money
silly yes
tired
yawn

p.47

(33) have come to life
ships
sink
save the ship

(35) angry
big ugly thing
go on fighting

p.48

(37) no
no
enjoying
fighting

(39) planes sky
tanks and guns
red
yes

(40) digs a river
yes

p.49

(41) stop fighting
Both
the other side started the fighting

(42) standing hand
home family

(44) his home and family
yes
He'll throw away all the things there are to fight with.

(46) no

(47) yes
sand hills
fighters

p.50

(56) yes
pig

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 13

p.53

(2) They can't think of anything to do.
games
play
play
part
part

(4) "The Grasshopper and the Ant"
fine actor
grasshopper

p.54

yes
swimming

(5) no
fable
fable lesson
fable animals
animals

(6) yes
working harder than the rabbit

p.55

three
yes

(8) invite see
money
tickets
snacks

(10) gathering things for the plays
lines
lines

p.56

words
practice his lines by himself
can remember them perfectly

(12) together practice
grasshopper
happy
tune

(14) costumes
green no

p.57

yes

make the turtle shell himself

(16) begin
list
things they still need for the plays
the popcorn
makeup
face
hard-working

p.58

(17) acting play
chicken costume (picture)
trees (picture)
farm (picture)
ant (picture)
working (picture)
Sam (picture)
yes

(18) take a walk

p.59

go with Mr. Grasshopper
no

(19) summer
sun shining
ant children
brothers
gay

(20) no
preparing for winter

p.60

(21) summer
colors
yes
Mrs. Ant's plants have grown tall.
up in the tree
no

Book 13 (cont'd)

p.60

(22) yes
yes
prepare a winter home

p.61

winter winds

(23) winter snowman
flakes
snowflakes
yes
cold hungry
no
He wants a warm place to stay.

p.62

(25) barn
work hard every day
feed the animals (ans. on p.26)

(27) clap
likes
no
fable
It always pays to be prepared
fresh popcorn
orange

KEYS FOR WEBSTERMASTERS
STORYBOOKS

Book 14

p.63

(1) It was a birthday present.
princess

(2) want to have adventures himself

(3) servant
princess

p.64

do good

(4) It is a danger to every person in the land.
no

(5) no

(6) finding
rats
hospital
care
doctors and nurses
They drove them away.
yes

p.65

good
prince
name
short

(10) sister
planted some seeds
weeds seedling
plants
waste time
book
always books

p.66

(11) yes
agrees princess wonderful
be just like Prince Richard

(12) silly
princess
no
helping Mother with lunch
no

p.67

(13) Ranger
isn't
servant

(14) no
set the table

(15) no
differently

(16) no
left

(17) no

p.68

finsihed another book
week
yes

(18) wash wax
yes
hose and a bucket

(19) close windows
sprays water
help those in need

p.69

(20) wax shine
work
adventure
no

(21) yes
no
candy

(22) grocery
yes

(24) grocer
grocery store
no

Book 14

p.70

(26) chance help
He takes over the store.
no

(27) adding numbers
no
ask every shopper to pay a dollar
good

(28) Dollar
fill her basket

p.71

(30) carrying bags
no
bank

(31) can't talk
dollar twenty

(31) yes
pay him back
is Dick

p.72

(32) yes
no
happy

(33) no
get the candy
stupid no
no
first make sure a person
wants your help

SET #1

GAMES AND INDEPENDENT ACTIVITIES
TO BE USED WITH
SULLIVAN PROGRAMMED READING MATERIALS

GAMES AND INDEPENDENT ACTIVITIES
TO BE USED WITH
SULLIVAN PROGRAMMED READING MATERIALS

ACTIVITIES FOR THE PRE-READER

TALKING NIP

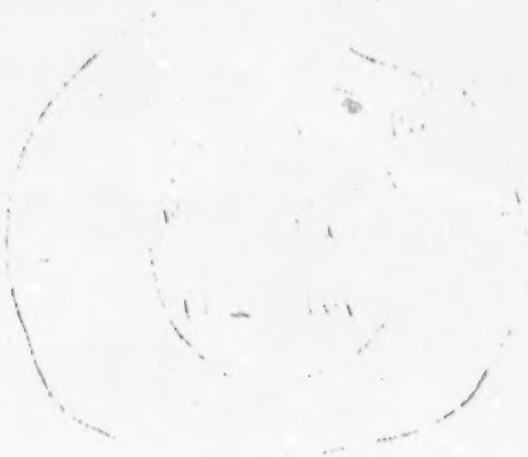
Making a large drawing of Nip. Fasten a paper ball in his mouth with a paper fastener so that the children can turn the ball and say the words.

The letter on Nip's face can be changed and combine with a new set of endings on another ball.

Letter	Endings	Letter	Endings
P	an	N	ap
	in		o
	at		ip
	ant		
	ig	M	an
			at
T	in		ap
			int
			iss

CIRCLE WORDS PRE-READER

A. Preparation and Materials: Mimeograph or Ditto sheets similar to that shown below:



Give one sheet to each child. Children will need pencils and crayons.

B. Introduction to Class: In each space in the outer circle I would like you to write a word that begins with the letter you see in the inner circle. Use the words we have learned to read. After you have a word in each space you may draw a picture to show the word you have written.

C. Variation: To use as a group game, draw a similar diagram on chalkboard. Call on one child at a time to draw an object which begins with the given sounds. Before he draws, he should say aloud first the letter, then the sound it makes and last the object which he has chosen to draw which begins with this sound.

MATCH THE TWINS (PRE-READER)

A. Divide the board into sections: In each section, write one column of words, and another showing the initial consonants of these words. Children will need writing paper and pencils.

nap	t	nip	m
pan	n	mat	p
tin	p	pat	n
man	n	tan	p
no	y	map	t
yes	m	pin	m

B. Introduction to the Class: Fold your writing paper to make 4 sections just as you see on the board. Write the words and letters in each section just as you see them on the board. Next draw a line from a word in the first column to the letter in the second column which tells how that word begins. The first word is nap. How does that word begin, Billy? Yes with an n so I will draw a line from nap to n. (Teacher demonstrates on the board.) You may match the other words and beginning letters in the same way. Always find the matching letter within the same box or section.

C. Variation: Ditto sheets may be prepared showing the words and initial consonants.

A. Preparation and Materials: Mimeograph or ditto sheets showing illustration given below. Give a sheet to each child in class. Children will need pencils and crayons.

B. Introduction to the Class: On the sails of the boat you will find some pictures. Each picture has a number on it. What picture has the number 1 on it, Susie? Yes the ant. How do you spell ant, Johnnie? Yes, a-n-t. Now can you find the number 1 on the bottom of the boat. Will you write the word ant in the space after that number? Then find picture 2. Write that word in the space by number 2 on the bottom of the boat. You may do the others in the same way. Pictures may be colored after all words have been written.

C. Variation: Draw a similar picture on chalkboard and call on one child at a time to write in the proper places the correct spelling for each picture.

GAMES AND INDEPENDENT ACTIVITIES
TO BE USED WITH
SULLIVAN PROGRAMMED READING MATERIALS

ACTIVITIES FOR BOOK I

FEED NIP

Make a large poster showing Nip and his dish. Cut out the top of his dish and fasten a paperbag in back of the opening. Make vocabulary cards for all the Pre-Reader and Book One words.

Put the vocabulary words in an empty dog food bag or box (Prime, Gaines Meal, Milk Bone, for example).

A child draws a word from the food box and if he can say the word he may Feed Nip by putting the word card in his dish.

Variation: Feed him only words that begin with m, for example, or feed him only short i words like in, tin, Nip.

Finish the Sentence

Make a chart of Book One sentences. Leave a blank in each sentence. Put a slip on the line under the blank.

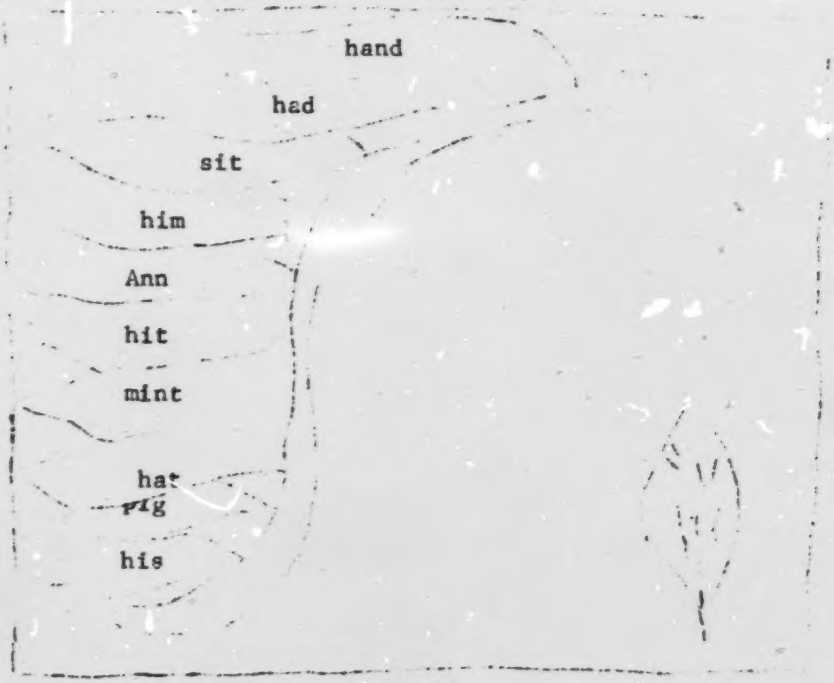
1. This is a _____.
2. This cat is in a _____.
3. This hat is _____.
4. This map is _____.
5. Ann has a _____.
6. Tab is on Nip's _____.

Children can slip the tab on the bottom of the card into the slip under the blank. Cards may be kept in an evelope on the back of the chart.

This activity may be related to any book by using sentences from that book.

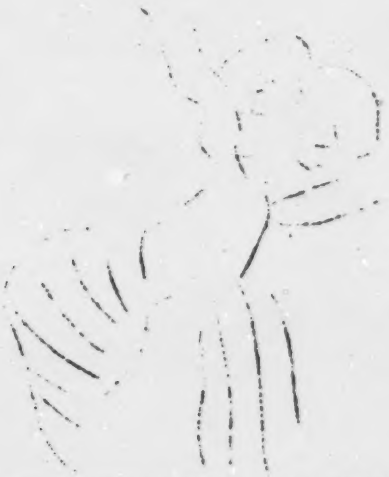
INDIAN CHIEF

A. Preparation and Materials: Mimeograph or ditto pictures of an Indian headdress. On each feather, write a word, having the majority of words beginning with the letter in the feather pictured in the lower right-hand corner of the sheet. Children will need crayons.



B. Introduction to the Class: Would you like to be an Indian Chief? You may be one if you color the feathers in the headdress in exactly the right way. Look at the feather at the bottom of the picture. What letter is written on that feather, Joe? Yes, the letter h. Now look at feathers in Indian's headdress and color only each feather on which is written a word beginning with h.

Singing Ant



Make a large drawing of the ant. Fasten paper ball in his mouth with a paper fastener so the children can turn the ball and say the words.

The letter or letters on the ant's face can be changed and combined with a new set of endings on another ball.

Letter	Endings	Letter	Endings
f	at an it ish ast	c	an at

Letter	Endings	Letter	Endings
s	it ing at ad	th	in is at e

Letter	Endings
d	ish id

Spinner Game

Make a large clockface with numbers 1-12 and one moveable hand. On the chalkboard or on a paper list twelve phrases. A child flicks the hand, sets the number at which it stops and reads the corresponding printed phrase.

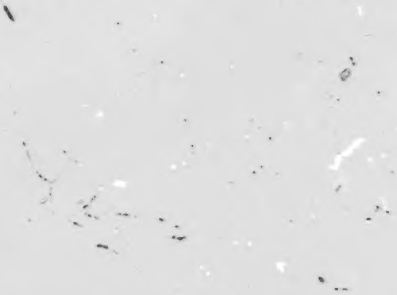
1. in a pan
2. has a pig
3. in his hand
4. in the sand
5. in the dish
6. has a hat
7. has a fish
8. in the bag
9. had a nap
10. on a mat
11. has a bag
12. hit a can

The above phrases appear in Book Two. The phrases could be listed on cards with a number on the back of each card. The child selects the card that corresponds to the number he turns to on the clock. He turns the card over and reads the phrase. He may keep the phrase cards he is able to read.

GAMES AND INDEPENDENT ACTIVITIES
To Be Used With
SULLIVAN PROGRAMMED READING MATERIALS

Activities for Book Three

CHICKEN CHATTER (Book Three)



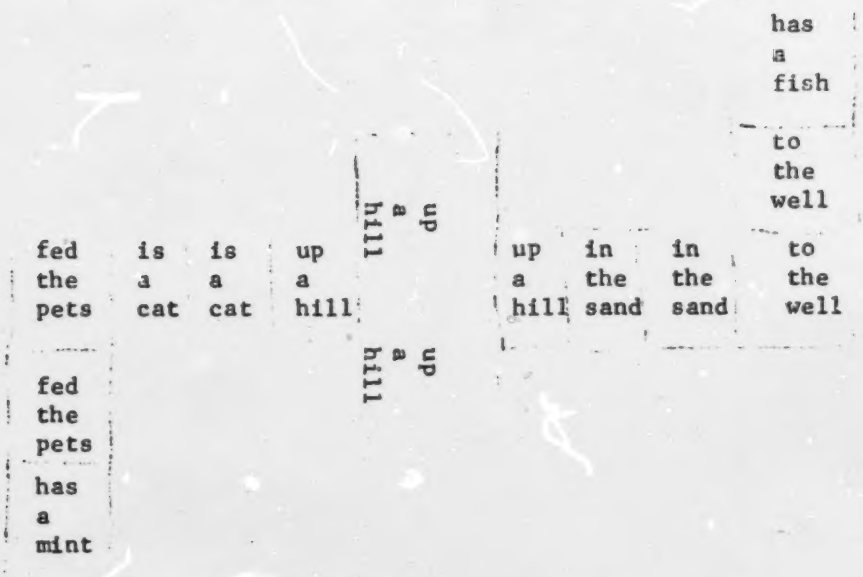
Make a large drawing of the chicken. Fasten a paper ball in its mouth with a paper fastener so that the children can turn the ball and say the words. The letter or letters on chicken's face can be changed and combined with a new set of endings on another ball.

Letter	Endings	Letter	Endings
P	ec en ill ick ack	f	ed ell ill
Letter	**Endings**	**Letter**	**Endings**
l	ed id	w	ell ig ith ill ent et

DOMINIPS (Book Three)

This is played with phrase cards made to resemble dominoes. With phrases taking the place of the dots. Phrases from Book Three should be used:

This game may be adapted for use with each book by using phrases from the book in which the children are working. (See sketch of game on following page.)



Rhyming Words (Tool Three)

On the board write a list of words and beside it a list of rhyming words:

Example

1.	in	that
2.	ant	trip
3.	can	ran
4.	rip	tap
5.	mat	pant
6.	map	pin

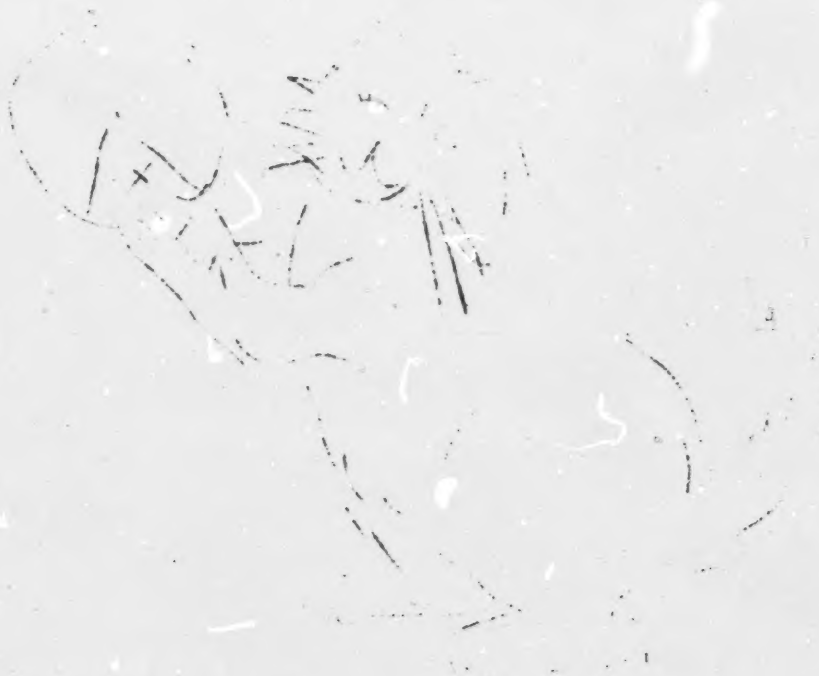
1.	thin	cat
2.	fat	fit
3.	sit	dig
4.	pig	sack
5.	tack	mitten
6.	kitten	fin

1.	hand	dish
2.	patch	trap
3.	fish	ring
4.	snap	bit
5.	sing	match
6.	hit	stand

1.	man	stick
2.	nip	pet
3.	kick	man
4.	wet	fell
5.	tan	drip
6.	bell	fan

Ask children to draw a line to match the words which rhyme or end with the same sound. Call on children one at a time to do this at chalkboard or prepare a ditto sheet for children to work independently.

TALKING TAB



Make a large drawing of Tab, the cat, holding a ball. Cut another paper ball with a wedge cut out and fasten it to Tab's ball with a paper fastener. Print several beginning sounds on the ball so that one at a time can be exposed. On Tab's front leg print an ending. Balls can be changed to combine with new endings on Tab's leg.

Beginning Sounds	Endings	Beginning Sounds	Endings
s	ink	b	ank
dr	ick	bl	ack
s	ing	dr	
k		s	
st		cr	
br		tr	
cr		bl	
ch		sh	
th		w	
		k	
		sw	
		st	
		r	
		d, br,s	

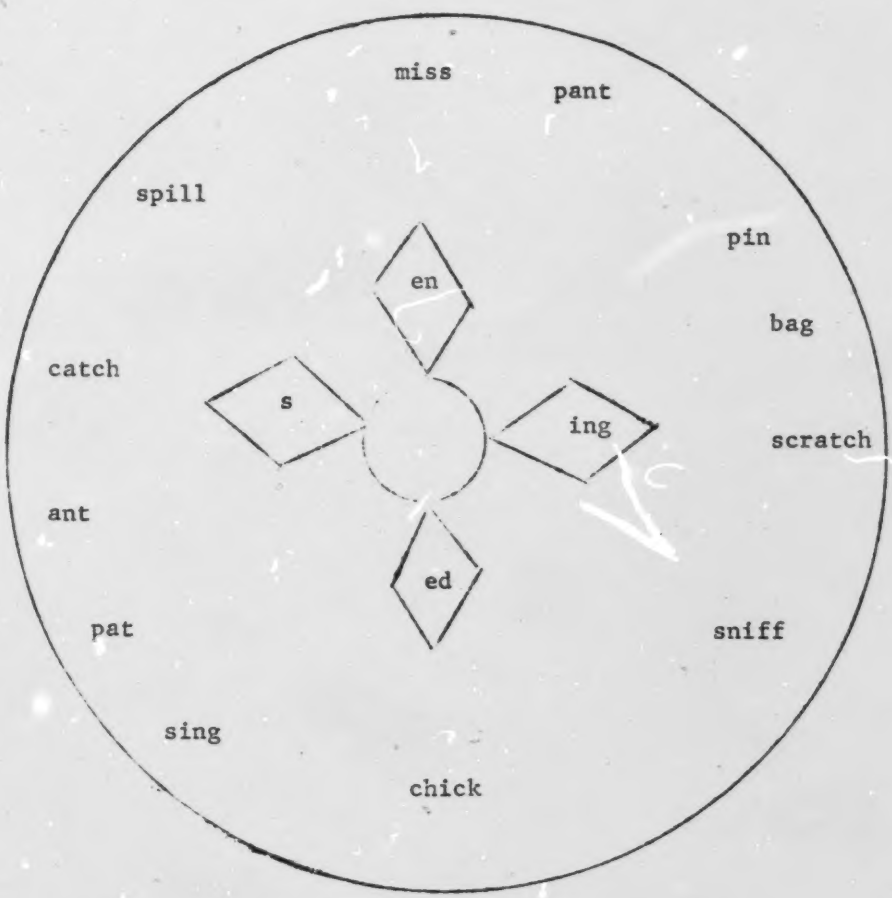
Children can turn the ball cover and say the words. The ball can be changed to one with new beginning sounds and combined with a new set of endings on Tab's leg.

A GOOD ENDING

Using a round piece of construction or bag paper the teacher prints words from PRE-READER through BOOK FOUR around its circumference. At the center she fastens four paper clock hands. Each hand bears an ending: en, ed, s, ing.

The teacher points to a word and asks the child to select one of the endings on the clock hands to make a good word.

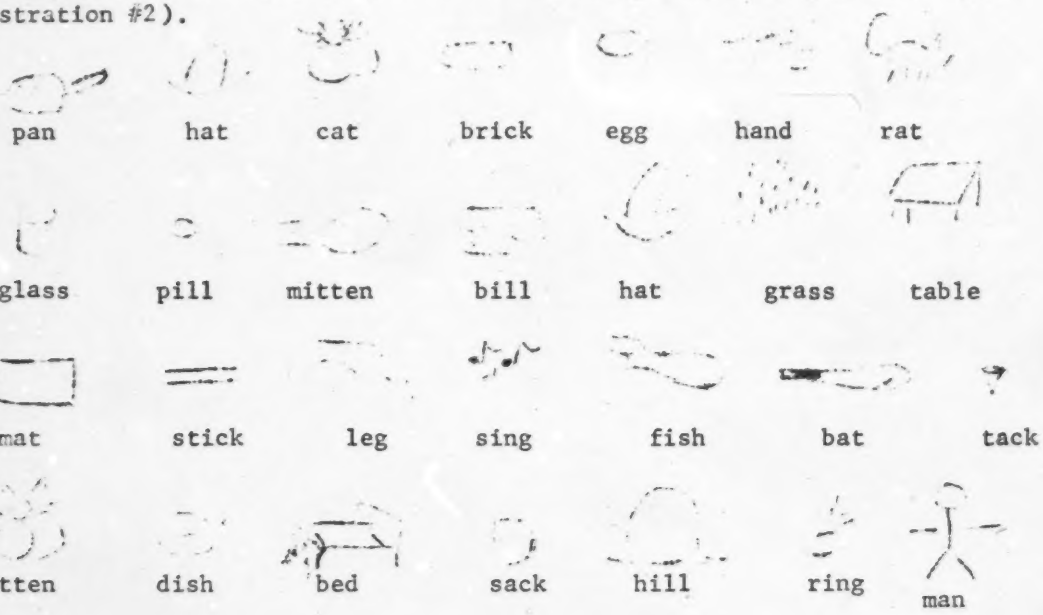
The teacher may also say: "Sam is _____ (pointing to the word catch) a chicken." The child selects the current ending, ing.



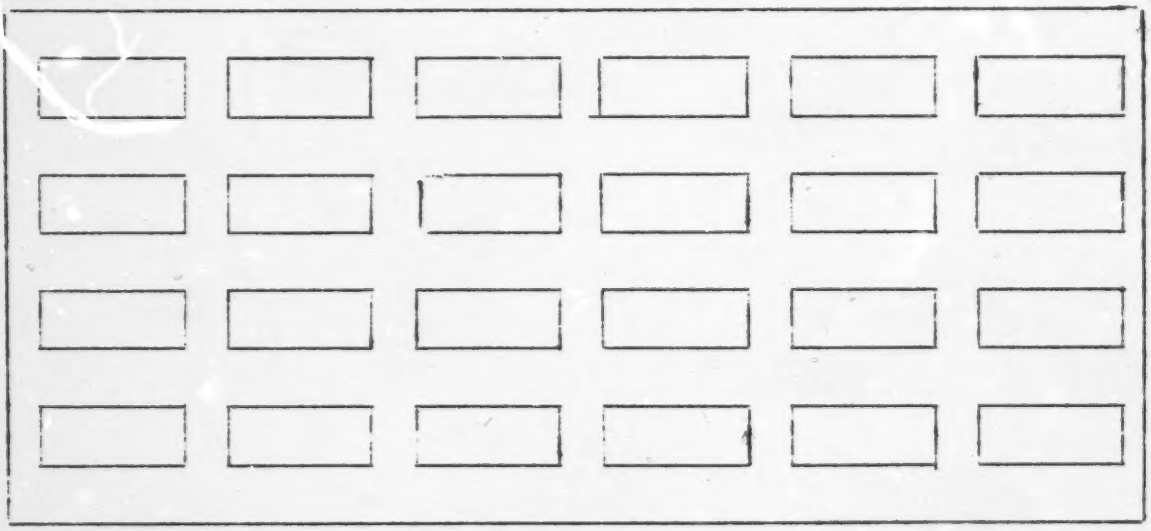
PICTURE CONCENTRATION

On a piece of posterboard 14" x 23" paste or draw sets of rhyming pictures arrange in a haphazard fashion. (See Illustration #1). On another piece of posterboard same size cut "doors" to fit directly over each picture. (See Illustration #2).

I.



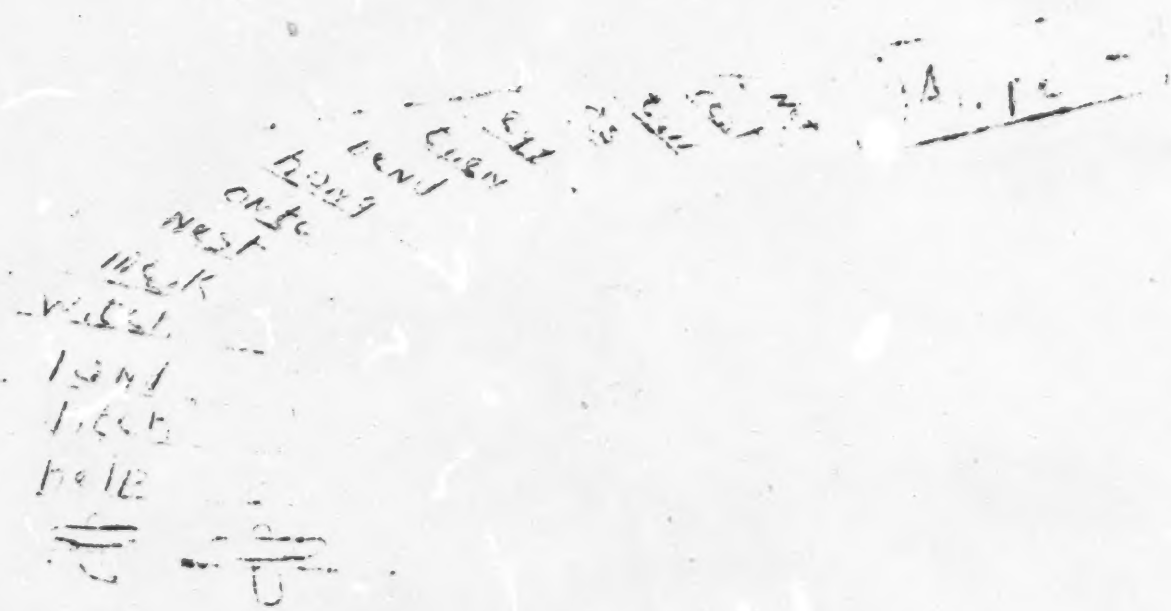
II. Overlay



To play 2, 3, or 4 players: Place piece with "door" directly over picture piece. Use a paper clip or clips to keep in place. Each child takes his turn to open 2 doors. He names the things he sees. If the revealed pictures rhyme he gets another chance plus a "reward" if not, the child who is next gets his turn. The winner is one who has most "reward" when all the doors are open. (Reward may be word cards.)

AIRPLANE

Draw a spiral path on a sheet of paper with a hanger at the end. Divide path and print words in the spaces. Two players have toy planes or paper planes and duplicate sets of cards with same words as are on the path. The game begins with the 2 airplanes in lower space, and players' cards face up. First player reads his top card. If the word matches the one on the first space his plane is moved to that space, if not, he may not move. His card is placed on bottom of the deck and other player has a turn. The winner is the player that gets to the hangar first.



SET #2

GAMES AND INDEPENDENT ACTIVITIES
TO BE USED WITH
SULLIVAN PROGRAMMED READING MATERIALS

GAMES AND INDEPENDENT ACTIVITIES
to be used with
SULLIVAN PROGRAMMED READING MATERIALS

1. KEY-WORD LOTTO

Here is an activity for teaching key words of three letters. Make these puzzles out of heavy cardboard. In the left row of squares, paste pictures illustrating the key words. Print letters in small pieces of cardboard which will fit into the squares. The children are to select the correct letters to form the word and place them in the blank squares at the right of each picture.

	C	A	T

2. FIND THE PICTURE

On tagboard strips, print sentences or riddles that describe pictures of objects or animals whose names all begin with the same letter. Hold up one of the cards or strips. Children take turns going to the chalktray and selecting pictures that describe the sentences.

Example: It crows--(The child holds up a picture of a rooster).
It hops--(The child holds up a picture of a rabbit).
I can jump over it--(rope).
We use it in the yard--(rake).
I wear it on my finger--(ring).
It comes from the sky--(rain).
It is part of a house--(roof or room).
It looks something like a mouse--(rat).

3. CLIMB THE LADDER

A ladder is drawn on the ditto paper and words starting with the same letter are printed on the board. The class fills in the ladder. Then the children take turns "climbing" the ladder and saying the words:

Chant: On this ladder you will see _____ words that begin with a P. P is the letter of the alphabet but it has a sound, so don't forget. Have other words not beginning with letter on board also. Use a variation by drawing two ladders, and let the child climb up one and down the other.

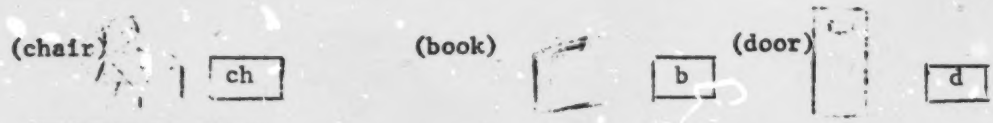
p e t	pet	peg	pack
p a n	can	but	come
p i g	pan	two	Pete
	pig	pie	pony

4. MATCH THE WORD PARTS

On 5" and 7" pieces of tagboard print words of one syllable which contain short vowel sounds. Cut the consonant ending from the word in a zigzag manner and let children fit the parts together as they would a puzzle. Always include the vowel with the initial consonant, blend, or digraph. This is a reading-table game.

5. PLACING CARDS WHERE THEY BELONG

Use a set of cards on which the letters have been printed. A child selects a letter-card and places it beside an object in the room. The object must begin with the letter-sound. Or match pictures and sounds in individual boxes.

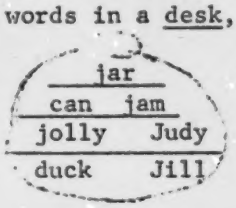


6. PHONICS IN COLOR

Write a list of words on the board and underline with colored chalk the words beginning with the same letter-sound. Ex: the s words may be underlined with yellow, the p words with green, etc. The use of colors will help children note similarities and differences. The initial consonant may be printed in different colored chalk from the rest of the word. Or tell the children to underline all s words in blue, all b words in red, etc.

7. WORDS IN A JAR

This activity should be duplicated so that every child can have a copy. Draw a large jar and print words on it. Some of the words will begin with J and some will not. The child is to circle all of the words that do begin with J. Or words in a bottle, or words in a desk, etc.



8. ODD WORD OUT

On the board or on ditto write a row of words of which all but one contain the same consonant in the same position, either at the beginning or at the end:

bell	call	fall	bear	tell	(final position)
ran	rope	none	read	row	(initial position)

Have a child come to the board, pronounce each word, and then erase the one which begins or ends differently--or cross it out on paper.

9. ALPHABET HATS

Cut narrow strips of white construction paper 2" x 24" to serve as hatbands when the ends are fastened together with a paper clip. In the middle of each strip, staple a 6" x 6" square of paper on which is printed a consonant (or vowel) in both capital and small letters. Place these "hats" in a large box. Each child then tries to find the hat which contains the first letter in his name. The children wear their hats to the reading groups. After each child has read, he tries to find a word or words that begin with the letter on his hat. Or have him find words in a list or book that start with his letter.

10. SUGGESTIONS FOR TEACHING CONSONANTS

The Same or Not the Same

Independent activities similar to this one can be duplicated for class use. Have the children put a cross through the letter that is not the same as the others. This technique can be used to help teach the difference between easily confused letters such as t, f, and b, d.

t	t	t	f	t	t	t	t

b	b	b	d	b	b	b	b

11. BEGINNING DICTIONARY PRACTICE

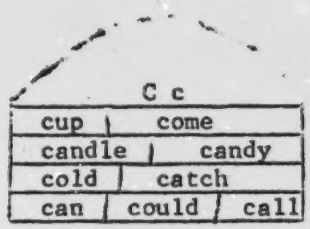
Have each child print his name on a large sheet of paper leaving plenty of room between letters. He is to list under each letter a specified number of words which begin with that letter and which he finds in his reader or speller.

T	O	M	M	Y
top	on	me	many	you
to	of	mother	make	yes
take	off	my	met	yellow

The names of holidays, months, or days of the week may be used instead of the children's names.

12. BUILDING A WORD HOUSE

Duplicate a picture of a house made of large bricks. The children are to build their houses by writing inside each brick a word starting with a specified letter. Children may read the words they have written to see how many have chosen similar words.



13. TRACING AROUND SHAPES

If a child is having trouble with the shape of a letter, have him trace cardboard shapes. For instance, he may trace different sizes of circles and then draw faces inside those circles for additional activity. It is easy to cut tail, hump, and stick shapes for the child to trace.

14. Children Need: Dittoed Chart, Scissors, Paste, Magazines, or ditto pictures, or Catalogs. Use only letters which children have been taught. Find, cut out, and paste in proper block, pictures that begin with the letter shown in the block.

D d	B b	T t
F f	G g	M m

15. Collect or ask (by a note home) for empty hosiery boxes. Mark off squares inside the bottom part of the box as shown in the drawing. Print the consonant symbols children are learning along the top row of squares. Cut small pictures from used pre-reading books or other sources. Mount these on small squares of cardboard. Children are to place these under appropriate letter symbols. Example: duck, doll, desk, under Dd. Pictures can be stored in the box and children can work without removing any pictures from the box, thereby cutting down the likelihood of losing the small pictures.

D d	J j	S s	P p

16. Make individual "sound and letter" books. Staple together enough pages for each sound and letter combination taught in the readiness program. At the top of the page, children write the letter in both capital and small forms. On the page they draw or paste pictures of objects whose names begin with letter represented. When page is finished, the teacher should print the name under each object for the child. Children do only pages they have had sounds for.

17. Do an exercise such as the following on the board <u>with</u> the children several times before using as seatwork.

Divide writing paper in two columns. Label

One	More than one

Choose a page from the readiness book in which a given line can all have puzzles formed by the addition of an <u>S</u>. Tell children that the words you write will be in the same order as the pictures. (Example: See P.12 Getting Ready to Read blue box). Print on board under the <u>one</u> column.

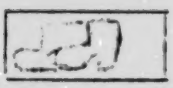
dog	door
desk	duck

18. Explain the perception of the simplest of plural forms. (Adding an <u>S</u> makes more than one). Then write in the MORE THAN ONE COLUMN:

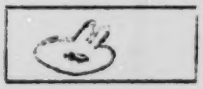
dogs	ducks
desks	doors

With the help of the pictures in the blue box plus the words, have children "Read" back to you. Discuss the meaning again when adding "S." Check with another block to see if children can do this without help. After you are sure that they can, write the words only in the ONE column. Have children form their own plurals by re-writing the word and adding S. Check with pictures and words.

19. On tagboard paste small pictures which start with sounds that child has learned. On other tags print the name of the picture. Put them in a box together. Have children match them. Include only one sound for picture at first. Be sure to check.



boots



hat

20. Ditto or print paper with one word at top. Draw a picture if you wish to clue the child as to the word. Let children use magazines, scissors, paste, and find all of one kind of thing. Show your sheet. Make a book of all you do. "Read" your categories.

21. Cut up an old primer. Cut full page from a matching primer. Match the cut up sentences with the full page. Do this also with words matched to sentences or letters matched to words.

22. Ditto a letter or a word list. Give a second dittoed sheet with same words and dotted lines. Have child cut words apart and paste beside word it matches.

dog
man
boy
cat
pig
ball

man	cat
pig	cat
dog	ball
boy	pig
ball	boy
man	dog

23. Ditto the following in primary type.

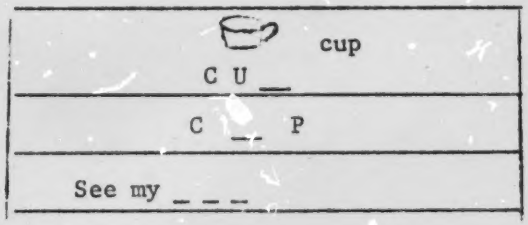
My name is_____.
My house number is_____.
My street is_____.
My town is_____.
My telephone number is_____.

Either complete these yourself in print or send home for parents to fill in and return. Use these as a writing practice for children to copy and learn. When you get an acceptable copy, file so that children can use for get well cards, birthdays, etc.

24. Make a "house." Print at the top of each paper--living room, bedroom, etc. Let children cut contents of rooms from catalog or magazine and paste on proper paper. When completed, help child print name of each object under his pictures.

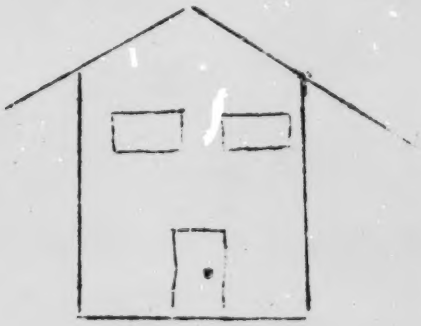
Choose words which the children will be meeting soon in their preprimers or primers.

On a ditto, draw a picture at the top of the page. Write the word under the picture. Then write again, leaving out a letter each time. The children fill in the missing letter. Write a simple sentence at the bottom, leaving out the whole word for the children to fill in.



25. Ditto a sentence at the top of the paper. Discuss the sentence with the children. Have the sentence written on the board. Have children read it back and discuss what they will do with rest of paper. (Draw what the sentence tells.)

This is my house.



This is my house.
This is my family.
These are my pets.
These are my toys.
These are my friends.

Follow-up. Let some of the children describe or tell about their pictures.

IDEAS FOR PROGRAMMED READING

Sequence

Re-tell a story

1. Cut pictures from a story and put them on cards. Child arranges cards in story sequences and re-tells story.

2. Paste picture of a story the child has read on oaktag. Make up questions related to the picture which the child answers.

Cartoons

1. Cut out a picture and put cartoonist's balloons over it. Child fills in the dialogue of the characters.

2. Paste a few pictures from a story in sequence on paper and put cartoon balloons over them. Child writes the dialogue.

Sentence Strips

1. Write sentences from storybooks on strips of oaktag. Child arranges sentences in sequence.

2. Write each word in the sentence on a separate strip. Do 2 or 3 sentences this way using a different color for each sentence. Child arranges words in order for each sentence to make sense, then arranges sentences in story order.

Skills

Compound Words

1. Cut pictures of compound words out of p.r. books. (Ex. picture of grasshopper.) Write sentences with pictures in place of compound words. (The (picture of grasshopper) hopped in the grass.) Child re-writes sentence spelling the compound word.

Vowel Sounds

1. Cut out pictures with short vowel sounds and place them on paper. Child writes ten things having vowel sound of each picture.

Endings

1. List endings in one column--list words in the other. Child adds the endings to the words to make new words.

s	garden
es	rest
ing	high
ed	shovel
er	dig
est	grow

Word Detectives

Mount a short story in the cover of a folder. On the other side of the folder write questions such as: Find 3 compound words in the story.

Find 2 words with prefixes.

Write it up as clues for the "detective."

Word Meanings	On one side of a folder, mount a story and underline certain words in it. On the other side, write synonyms for the underlined words. Child matches words with synonyms.
Vocabulary	List words from a unit at the top of the page. Make up sentences that these words could fit into and list them below. Child fills word into the proper space.
Vocabulary	Replace teacher's word in sentence with one of the vocabulary words listed at the bottom of the page., ex. Tom has a lot of trouble with math. Youth difficulty should
Vocabulary Bingo	Make bingo cards arranging 16 vocabulary words at random on the cards. (Different arrangement of words on each card.) Caller calls out words. Child covers them with buttons. Follow rules of bingo.
Miscellaneous	Cut words out of the story. List these same words at the bottom of the page. Child tries to put the words back into the context at the proper place.
Rhebus	Child writes story using pictures cut from old p.r. books in place of words. Children switch and re-write neighbor's story putting in words.
Multiple Sentences	Child makes sentence and uses strip to change the object (or subject). Trade strips. Child writes sentence, moves strip, writes new sentences, etc.
	Draw picture--ex. witch--label each part of the picture with words. Have letters and directions on side. Color all areas with "short a" words, black; "short i" words, green, etc.
Comprehension	Paste short story from p.r. book on oaktag. Make up comprehension questions and list them below story. Child reads story and answers questions.
Word Lists	Teacher starts....says a word like an. Child says a word that begins with n. ex. Nip. Next child gives a word that begins with p. ex. pan, etc.
Sounds	1. Print capital and small letter on envelope. 2. Mount small pictures on oaktag cards. Place these in shoe box. 3. Pupil puts pictures in correct envelopes. 4. Mark other envelopes with vowel sounds. 5. Use same pictures.

Flash Cards--Vocabulary

1. Mark long envelopes with Book Number and Unit Number.'
   (Book 2--Unit 1)
   (Book 2--Unit 2)
   etc.

2. Make flashcards for each book and unit. Keep in their own envelopes for a quick review of each unit's words. (Saves shuffling through piles of words cards for specific practice).

Phonics On A Shoestring

1. Use 4" x 4" oaktag with holes in upper left hand corner.
2. Tie oaktag with a letter on a shoestring.
3. Have pictures pasted on other 4" x 4" oaktag squares.
4. Have pupil pick out and string all pictures that begin with letter ties on the shoestring.
   (Can be used in the same way with vowel sounds or ending sounds.)

Learning Letters--Use capital and small letters Quizmo Game

1. Make oaktag cards with different arrangement of letters that have been introduced on each card

C	A	D
P	T	d
f	c	p
a	t	F

A	c	D
d	f	F
P	C	a
v	p	T

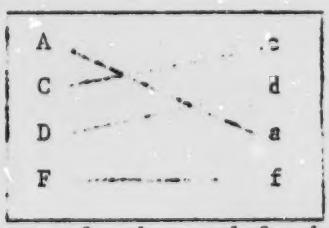
2. Pupils have small squares of paper which they use to cover letter as leader calls it out.

3. A complete row across or down makes a "winner."

4. It is desirable to have child who is a winner call letters off to teacher to make sure that he has correct letters covered as well as recognizing them.

Matching Capital and Small Letters

1. Make oaktag cards with matching capital and small letters. Use lanyard or paper fasteners and rubber bands.



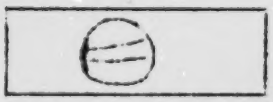
(This can also be used for beginning or ending sounds; opposites; synonyms; or rhyming.)

Word Recognition-- Bingo Game

1. Use stocking boxes marked off into squares.
2. Print a word in each square.
3. Make several boxes using the same word list but varying the order.
4. Make markers for covering.
5. Leader calls out word to be covered.
6. First person to complete a row is a winner. Child should call back words to check recognition.

Picture Cards

These are made from pictures cut from old programmed reading test booklets or readers. Or they can be drawn. On one side is the picture, on the other the word. E.G. The children use side 2 when reviewing vocabulary; but use side 1 when they want to give themselves practice dictations and check their own responses.



BALL

"Old Maid" Game

1. There are 15 cards per pack (7 pairs and an "Old Maid"). These are made from two identical pictures cut from old programmed readers.
2. A short sentence is written below each picture.
3. The "Old Maid" in each pack is an "ant."
4. Children deal out cards, match pairs, and read sentence for the pair they are laying down.
5. Game proceeds until one child is left with the "ant" card.

A Good Practice Game

1. Using 5 pictures cut from old programmed readers, paste each on a separate strip of oaktag.
2. Write an appropriate sentence next to each picture-- leaving blanks.
3. Children take packet of 5 cards and write the correct responses on the paper.

This is useful as review and reinforcement for slow learners. Adaptable to any book.

picture

This is _____am.

Sam is fish ___ ___ ___

Soundie

Soundie is an elf--or a clown--or an animal, etc. He is large and is drawn on heavy oaktag. In his hands he holds bags containing cards with a picture on one side and beginning sounds or blends on the other.

Children pull the picture from the bag, say the name of the object; then say the beginning sound. This can also be used for vowel sounds.

Pocket Chart for Beginning Sounds

1. Cut pictures from magazines for a particular sound and paste these on oaktag.
2. Put 6 or 8 in a pocket chart.
3. Have two that begin with a different sound.
4. Have child find the two that do not belong.

Booklets

1. Write or type 10 sentences on a ditto. Make several (two or three per book).
2. The children take a ditto, cut the sentences into strips and mount one strip per page, making a booklet.
3. The children then illustrate each sentence. (applies throughout the program)

Beginning Sounds:
(Stocking Box Game)

1. Rule off the bottom section of a stocking box into squares.
2. At the top square of each row is written a "clue word."
3. Five additional pictures of each beginning sound are on loose squares inside the box.
4. The object is to place the loose pictures under the correct beginning sound--e.g. goat, girl, gum.

   (This can be adapted for ending sounds or blends as well as for vowel sounds.)

Goat	Fan	Top	Duck

Picture Dictionairies

A page should be done for each sound as it is presented.

9"x 12" drawing paper is durable.

When the pages are all prepared the children assemble the book alphabetically. Later in the year the teacher and the pupil label the pictures.

Fish Game

Make fish for the vocabulary of each book. Place a paper clip on fish. Children "catch" a fish with a magnet.

Can be played independently or with a neighbor.

Treasure Hunt

The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his eyes and draws an object or picture for which he must find the corresponding word.

Finders

1. Each player has a card marked off into 25 square blocks (or less).
2. In each block a word is printed.
3. On a small pack of cards, each the size of a block, words are printed.
4. The teacher shows the cards one at a time.
5. The child who has the displayed word on his card raises his hand, pronounces the word, points to it, and is given the small card, which he places over the appropriate word on his card.
6. The child who has five words covered in any direction is the winner.

Rotating Wheel

1. Make 2 circles, one smaller than the other. Fasten them together through the centers so that they can rotate freely. The centers may be fastened by a large brass fastener.
2. Print initial consonants on the large circle, and phonograms are placed around the edge of the smaller circle, so that different words can be formed.
3. By rotating the larger circle, initial consonants can be combined with the same phonogram.
4. This may be used to stress initial sounds, common phonograms, final sounds, etc.